

ASHOKA 

**EVALUATING
CHANGEMAKER EDUCATION:
A PRACTITIONER'S GUIDE**



Ashoka U, 2019.

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About Ashoka U

Ashoka U catalyzes social innovation in higher education through a global network of entrepreneurial students, faculty, and community leaders.

Ashoka U is an initiative of Ashoka, the world's largest network of social entrepreneurs. Building on Ashoka's vision for a world where Everyone is a Changemaker™, Ashoka U takes an institutional change approach to impact the education of millions of students. We collaborate with colleges and universities to break down barriers to institutional change and foster a campus-wide culture of social innovation and changemaking.

Table of Contents

Foreword.....	i
Navigating This Resource	iii
Introduction: Measuring with a Changemaker Mindset <i>by Marina Kim, Co-Founder and Executive Director at Ashoka U</i>	1
Section I: Foundations for Evaluation	5
Chapter 1: Learning Outcomes and Building a Shared Vision for Changemaker Education <i>by Sandra Louk LaFleur and Pascale Charlot at Miami Dade College</i>	7
Chapter 2: Educational Evaluation - Understanding the Principles and Process <i>by Ann Higgins-D'Alessandro and Stephanie Ann Puen at Fordham University</i>	14
Section II: Evaluation in Courses and Programs	27
Chapter 3: Evaluation for Cultivating Changemaker Mindsets <i>by Molly Ware at Western Washington University</i>	28
Chapter 4: Evaluation for Student Self-Authorship <i>by Rebecca Riccio at Northeastern University</i>	38
Section III: Evaluation Across Course Sequences and Co-Curricular Pathways	49
Chapter 5: Evaluation for Understanding Student Growth <i>by Jacen Green and Abby Chroman at Portland State University</i>	50
Chapter 6: Evaluation for Social Impact: A Theory of Change Approach <i>by Todd Thexton, Brian Belcher, Rachel Claus, and Rachel Davel at Royal Roads University</i>	57
Chapter 7: Evaluation for Semester in the City: Immersive Changemaker Education for Full Academic Credit <i>by Sara Minard and Eric Schwarz at College for Social Innovation and Fiona Wilson at University of New Hampshire</i>	75

Section IV: Evaluation Across Institutions and Beyond	87
Chapter 8: Evaluation for the Common Good – A Whole Institution Approach to Curriculum Enhancement <i>by Karen Campbell at Glasgow Caledonian University</i>	88
Chapter 9: Evaluation for Changemaker Education Across Canadian Changemaker Campuses <i>by Victoria Abboud and Danica Straith at Ashoka Canada</i>	98
Chapter 10: Evaluation for Changemaker Student Learning <i>by Hattie Duplechain at Ashoka U and Julio Videras at Hamilton College</i>	
Looking Forward	116
Ashoka U Offerings	117
Acknowledgements	118
References	120
Appendices	127
Appendix A: Expert Evaluators.....	128
Appendix B: Evaluation Tools and Frameworks.....	129

Foreword

Dear Reader,

For over a decade, Ashoka U has been on a journey to expand high-quality social innovation and changemaking courses, programs, and learning opportunities across higher education. Along the way, we have worked with an incredible network of faculty, staff, and senior administrators who are rethinking how colleges and universities can best equip students with mindsets and skillsets that will prepare them to contribute and lead in a complex, fast-changing world.

Ashoka U is nested within a larger global organization, Ashoka, that has developed a network of 3,500 social entrepreneurs, called Ashoka Fellows, in more than 90 countries. These social entrepreneurs are guided by a deep understanding of the systems or industries they are working within— whether it's the education system, healthcare system, or legal system. They start with a series of hypotheses and insights about how to improve the system and are constantly seeking information to inform course correction, adaptation, iteration, and the ongoing relevance of their work. These innovators capture information by observing, asking questions, listening, and even inviting critique of their work. The most effective entrepreneurial leaders know that feedback is critical to ensuring maximum impact for the people they seek to serve.

Similar to how Ashoka Fellows seek to have impact at a sector-wide level, Ashoka U is aiming to transform the higher education sector to graduate more changemakers. We believe that changemakers are critical to solving today's most pressing problems – regardless of whether they choose to go into the public or private sector post graduation – and that higher education is an important time to teach students the skillsets necessary for changemaking, including: empathy, creative problem solving, systems thinking, and collaborative leadership.

In order for Ashoka U to achieve our mission, we work closely with entrepreneurial educators who are creating transformative and powerful learning experiences. Evaluation has become a critical tool for understanding the impact of this work to date and how we can continue to improve education in these still emergent and evolving fields.

This resource was designed to share our vision for drawing on evaluation to support and strengthen changemaker education. We hope these insights and resources will help get you started, keep things simple, and save the reader time and effort by leveraging existing templates and tools. We wish you all luck in your changemaker evaluation endeavors!

Yours in changemaking,

Ashoka U Team

Navigating This Resource

There is no denying that evaluation has become a buzzword across the education sector. Educators dedicate their lives to teaching and preparing others, but it can be hard to know what impact this work has - what students will learn and carry with them into their futures. Evaluation offers a way to more immediately and more deeply understand the effects that educational offerings have on students. These powerful insights can become the foundation for iterating, informing efforts to evolve offerings, and more effectively supporting future cohorts of students.

In fields like social innovation and changemaker education, evaluation is all the more important for two reasons. First, changemaker education aims to prepare students to create positive change with and for others. Educators have a responsibility to ensure that students are prepared to do so ethically, effectively, and without causing harm. This work is high stakes. Intentional evaluation can help educators deeply understand whether and how students are currently being prepared for changemaking, where there may be gaps in student understanding, and how to address those gaps more effectively.

Second, changemaker and social innovation education are still comparatively new fields. As with any educational field, it takes time to test educational approaches and determine “best practices” in changemaker education. Yet given how high the stakes are for every changemaking student, every community, and for our world, time is of the essence. By offering deep insights into impact more quickly, evaluation can help accelerate the trial and error process inherent in teaching and learning.

Evaluating Changemaker Education: A Practitioner’s Guide is for any changemaker educator working to create impactful education for their students. Throughout this resource, you will find examples of educators from all over the world who are reframing evaluation as an approach that can empower both learner and educator to take ownership of their learning and teaching. With concrete tools combined with a mindset shift, we hope that your evaluation efforts can be fun, creative, and even inspirational.

DEFINING EVALUATION (AND RELATED TERMINOLOGY)

One of the trickiest parts of evaluation is that it is not a monolith. The term is used to refer to a whole host of intentions, approaches, and tools that can be applied differently across contexts and communities.

For any conversation about this work to be productive, we must begin with a discussion about what

stakeholders mean when they say *evaluation*. When Ashoka U began our educational evaluation work, we saw evaluation narrowly as a process for “determining the match between intended and actual outcomes” (Suskie, 2018, p. 12). Our interpretation aligned closely with some common definitions of the term assessment as, “deciding what we want our students to learn and making sure that they learn it” (Wolfson, cited in Suskie, 2018, p. 8). In other words, we saw evaluation as a valuable tool for helping educators understand whether their educational practices were helping students achieve the intended goals.

But our educator community has helped us understand that the value of evaluation, and related practices like assessment and measurement, can lie far beyond such narrow definitions. In this resource, you will see the term *assessment* as a practice embedded in a larger process of designing offerings, implementing them, and collecting data about their results. In education, assessment is often focused on student outcomes. But it can also focus on assessing needs in a community or classroom, the implementation of a program, or even costs of an initiative.

The term *evaluation* is sometimes used simultaneously as assessment, but often goes beyond assessment to make a value judgement. Did the process work effectively? What did we learn? How should that inform iteration? For Ashoka U, a core part of evaluation is using results to make decisions and inform iteration.

Ashoka U offers these definitions to make our perspective clear; not to advocate for a particular way of interpreting this work. The many contributors to this resource share different interpretations of, purposes for, and approaches to evaluation - as will be the case on any team of evaluators and educators.

RESOURCE OVERVIEW

Ashoka U is excited to highlight the powerful work that leaders in changemaker evaluation have contributed to this resource. In each chapter, educators share their unique approaches to conducting evaluation, as well as their insights and tools as examples for others.

Part of what makes each approach so powerful is that it is designed according to the institutional context, addressing the questions that educators, students, and community members are asking. As a reader, it is important to remember that any given approach, methodology, or tool must be adapted to ensure relevancy to your unique context.

Next we offer an overview of how we have sequenced the content in this resource and our recommendations for how to review it.

Introduction – Measuring with a Changemaker Mindset

Ashoka U Co-Founder and Executive Director, Marina Kim, offers her perspective on what evaluation means in the context of changemaking work. Given that forward looking innovation and past focused evaluation can feel counterintuitive, changemaker educators sometimes question the value

of evaluation for their work. Kim explores how to bring an innovator mindset to evaluation practices, why this mindset is important, and how it can help educators ensure that their evaluation practices will be relevant and impactful.

Section I – Foundations for Evaluation

Chapters in this section share the common aim of building a foundation for evaluation, including the process to develop learning outcomes and general approaches to designing evaluation. The content in each chapter is very different- one focuses on developing changemaker education and the other on cultivating knowledge of evaluation practices. However, both chapters explore critical preparation that must take place before an educator can implement any evaluation practices of their own.

For those who are new to evaluation work, we particularly recommend reviewing this section before considering case studies.

- Chapter 1: *Learning Outcomes and Building a Shared Vision for Changemaker Education* by Sandra Louk LaFleur and Pascale Charlot at Miami Dade College
- Chapter 2: *Educational Evaluation - Understanding the Principles and Process* by Ann Higgins-D'Alessandro and Stephanie Ann Puen at Fordham University

Section II – Evaluation in Courses and Programs

Chapters in section two focus on conducting evaluation in ways most readily applied to academic courses and co-curricular offerings. Chapters are also particularly relevant for educators interested in integrating multiple tools into an intentional and cohesive evaluation system.

- Chapter 3: *Evaluation for Cultivating Changemaker Mindsets* by Molly Ware at Western Washington University
- Chapter 4: *Evaluation for Student Self-Authorship* by Rebecca Riccio at Northeastern University

Section III – Evaluation Across Course Sequences and Co-Curricular Pathways

Chapters in section three offer evaluation practices that help us understand how students grow over time. Evaluation practices in this section are designed for very different contexts – a certificate program, a business school and its degree programs, and a semester long internship program.

We recommend this section for educators designing summative/outcomes evaluation practices, and for educators who are developing evaluation practices to understand student growth over a sequence of educational experiences.

- Chapter 5: *Evaluation for Understanding Student Growth* by Jacen Greene and Abby Chroman at Portland State University
- Chapter 6: *Evaluation for Social Impact: A Theory of Change Approach* by Todd Thexton, Brian Belcher, Rachel Claus, and Rachel Davel at Royal Roads University

- Chapter 7: *Evaluation for Semester in the City: Immersive Changemaker Education for Full Academic Credit*
by Sara Minard and Eric Schwarz at College for Social Innovation and Fiona Wilson at University of New Hampshire

Section IV - Evaluation Across Institutions and Beyond:

In this section, authors share their experience with changemaker evaluation at the institutional and multi-institutional level. We particularly recommend this section for educators establishing institution-wide programming, working closely with evaluation experts, and those working to establish an academic evidence base for changemaker education.

- Chapter 8: *Evaluation for the Common Good - A Whole Institution Approach to Curriculum Enhancement*
by Karen Campbell at Glasgow Caledonian University
- Chapter 9: *Evaluation for Changemaker Education Across Canadian Changemaker Campuses*
by Victoria Abboud and Danica Straith at Ashoka Canada
- Chapter 10: *Evaluation for Changemaker Student Learning*
by Hattie Duplechain at Ashoka U and Julio Videras at Hamilton College

How to Use this Resource

Evaluating Changemaker Education: A Practitioner's Guide highlights very different approaches to evaluation, designed for very different purposes and institutional contexts. For any given reader, some chapters will be more relevant to creating their own evaluation practices than others.

Ashoka U encourages readers to explore this resource widely because inspiration can come from the most surprising places. But in the case that readers are looking for specific information, we have organized content to make the hunt a bit easier.

We encourage readers to consider *why* they are interested in evaluation and *what* they would like to accomplish through this work. Consider the chart on the next page and if any of the motivations resonate, begin with the suggested chapters.

If you are thinking:	Chapters to Consider:
<i>I'm new to evaluation. Where do I start?</i>	<p>Chapter 1: Learning Outcomes and Building a Shared Vision for Changemaker Education</p> <p>Chapter 2: Educational Evaluation - Understanding the Principles and Process</p> <p>Chapter 6: Evaluation for Social Impact: A Theory of Change Approach</p>
<i>I want to understand what my students' learning outcomes in an experience are.</i>	<p>Chapter 4: Evaluation for Student Self-Authorship</p> <p>Chapter 5: Evaluation for Understanding Student Growth</p>
<i>I want data to help me build and iterate offerings in real time.</i>	<p>Chapter 3: Evaluation for Cultivating Changemaker Mindsets</p> <p>Chapter 8: Evaluation for the Common Good- A Whole Institution Approach to Curriculum Enhancement</p>
<i>I want to build a system for evaluation to answer many different evaluation questions.</i>	<p>Chapter 3: Evaluation for Cultivating Changemaker Mindsets</p> <p>Chapter 7: Evaluation for Semester in the City: Immersive Changemaker Education for Full Academic Credit</p>
<i>I want to bring people together through evaluation and share our impact with others.</i>	<p>Chapter 8: Evaluation for the Common Good- A Whole Institution Approach to Curriculum Enhancement</p> <p>Chapter 9: Evaluation for Changemaker Education Across Canadian Changemaker Campuses</p> <p>Chapter 10: Evaluation for Changemaker Student Learning</p>

If readers are clear on purpose but interested in more information about process, then we recommend using the existing structure of this resource as your guide.

Whatever path you choose, we hope that each reader will take this resource and make it their own, iterate on the foundation our contributors have built, and share the innovations in evaluation they create on their own campuses.

INTRODUCTION

Measuring with a Changemaker Mindset

BY: MARINA KIM

Co-Founder and Executive Director, Ashoka U

Any good educator, regardless of what they teach, wants to understand whether their approach to instruction is effective. They want to understand whether their students are learning and how they are growing. Ashoka U grappled with the question of what it means to prepare student changemakers in our last publication, *Preparing Students for a Rapidly Changing World: Social Innovation, Social Entrepreneurship, and Changemaker Learning Outcomes*, which explored how educators can scope and design learning outcomes for changemaker education. However, as many educators realize, the educational process does not end with the implementation of education offerings. *Evaluating Changemaker Education: A Practitioner's Guide* picks up where our last publication left off, exploring how changemaker educators can draw on evaluation practices to inform their work.

Evaluation is a critical piece of the changemaker education process because it can offer powerful insight into how students are being prepared as changemakers in classrooms and across institutions. What makes these insights so powerful is that they can inform action, guiding educators as they strive to improve, share, and grow changemaker education.

CHANGEMAKER EDUCATION AND EVALUATION

Evaluation is only effective when it is designed intentionally and adapted according to context and the educational experience. It must be designed in alignment with the educational mission and upon a foundation of educational values. In other words, effective and ethical changemaker evaluation must be implemented with a changemaker mindset.

Ashoka U believes that in order to teach changemakers, you must be a changemaker. We believe this is true, in part, because changemaker education is a departure from the norm in higher education. In order to create space and implement this new approach, educators must embrace a creative, collaborative, and innovative mindset and skillset. They must approach their educational efforts with the goal of change, both for their students and their institutions, in mind.

Evaluation, at its best, focuses on reflection and sharing, understanding a community's experience, identifying opportunities for change, and drawing on evidence to inform that change. However, as evaluation becomes ubiquitous across education systems, it can involve requirements and processes that can feel constraining or even punitive for innovative educators. In order to keep from feeling limited or constrained, evaluators should not lose sight of their goals and purposes related to evaluation. When done well, the core tenets of evaluation should align closely with those of changemaking, setting up evaluation efforts to be a powerful tool to support this work.

Evaluation is a tool that can support changemaker educators in intentionally designing, implementing, and continually improving upon their educational offerings. But changemaker evaluation means more than simply applying evaluation tools to education.

Throughout this resource educators share their approaches to evaluation and how, in addition to acting as an informative tool, evaluation practices became a tool for preparing future changemakers and for reimagining educational systems. Ashoka U encourages readers to consider how evaluation tools might be used to:

- Help people understand the importance of changemaking and embrace a changemaking identity;
- Support student self-reflection and collective understanding;
- Bring communities together and support relationship building; and
- Put students in charge and help them embrace their agency.

EVALUATION FOR WHAT PURPOSE?

A part of approaching evaluation with a changemaker mindset is grappling with preconceived notions about how evaluation works and what makes evaluation worthwhile. Evaluation does not always need to be large scale or produce results rigorous enough for academic publication. Data collection does not always need to be done by survey nor does the resulting data always need to be quantitative.

To ensure that evaluation methodology will produce actionable results in the relevant context, make sure to consider the *why* behind data collection, the context for data collection and the community involved, and what the data will ultimately be used for. Consider the following as reasons for making the case for pursuing changemaker evaluation:

I. Changemaker Evaluation to Understand and Iterate Offerings

Educators are always informally collecting data to inform their decisions about the classroom – through the questions they ask, the assignments they give, and in everyday interactions with their

students. Bringing in a formal evaluation lens, especially in early stages of educational design, can help clarify which approaches will resonate for students and how. It can also be helpful to build deeper understanding of existing programs and unearth unexpected insights and trends.

2. Evaluating for Storytelling

Evaluation can also be utilized as a tool for summative assessment, to understand outcomes at the conclusion of a learning experience. Educators in their gut may know that rich transformation is happening but can only explain it anecdotally. Assessment results can powerfully illustrate an offering's impact for stakeholders who were not a part of the experience - which can be helpful for garnering ongoing engagement, support, and even enable broader expansion of a model.

3. Evaluating to Validate Approaches and Scale Educational Innovation

Responsible educators know that their first responsibility is to ensure that educational experiences do not create harm – for their students and for the community. Changemaker education is still emerging, which means many of these educational offerings are experimental in nature. Summative evaluation practices are powerful for understanding the effects of educational offerings. Ongoing formative and developmental assessments can offer insights into how programs might have different results for students from one context to the next and might need to be iterated accordingly.

BRINGING A CHANGEMAKER MINDSET TO THIS RESOURCE

Evaluation is a practice that encourages observation and reflection in order to deepen our understanding of the current reality. Digging even deeper, changemaker evaluation invites all educators to reimagine and build on these existing tools in order to best suit their educational context and most powerfully serve their educational community.

Evaluating Changemaker Education: A Practitioner's Guide is an invitation for readers to step into a changemaker mindset. Remember that each evaluation practice highlighted in the pages that follow was created by a changemaker educator for their institutional context. Draw inspiration from these stories but remember your own experience - with your students, in your community, creating changemaker education – is just as important for creating powerful evaluation practices. Learn from what these changemaker contributors have created and reimagine these practices to make them your own.

SECTION I

Foundations for Evaluation

The chapters in Section I explore critical foundations for building evaluation, including the process to develop learning outcomes and general approaches to designing evaluation practices. The section includes the following chapters:

CHAPTER 1: LEARNING OUTCOMES AND BUILDING A SHARED VISION FOR CHANGEMAKER EDUCATION

by Sandra Louk LaFleur and Pascale Charlot, Miami Dade College

In order to design relevant evaluation practices, educators must know what they want to accomplish and evaluate. In other words, they must establish their intended learning outcomes. In this chapter, Louk LaFleur and Charlot share their process for and experience while developing institution-wide changemaker learning outcomes with their community at Miami Dade College.

CHAPTER 2: EDUCATIONAL EVALUATION - UNDERSTANDING THE PRINCIPLES AND PROCESS

by Ann Higgins-D'Alessandro and Stephanie Ann Puen, Fordham University

For anyone new to evaluation, this chapter is critical. In this chapter, program evaluation experts Ann Higgins-D'Alessandro and Stephanie Puen share the theoretical foundations for evaluation. They offer an overview of some of the most common assessment practices and illustrate how they are embedded in a cycle for designing, implementing, and assessing education. And they share how evaluation practices have created impact at their own institution – in Fordham University's Gabelli School for Business.

CHAPTER I

Learning Outcomes and Building a Shared Vision for Changemaker Education

BY: SANDRA LOUK LAFLEUR

Director of Social Change Initiatives, Miami Dade College

AND PASCALE CHARLOT

President of Kendall Campus, Miami Dade College

“The creation of changemaker attributes has really allowed the College to organize efforts around the ever expanding educational experience, in a way that brings meta-cognitive skills, student passions, and lived curriculum into better focus for our students.”

BARIKA BARBOZA

*Director of Learning and Program Evaluation,
Miami Dade College*

(B. Barboza, personal communication, 2019)

For Miami Dade College (MDC), working toward an “everyone a changemaker world” includes working to transform the lives of individuals as much as addressing community and global challenges. Rooted in the premise that talent is universal, but opportunity is not, we believe the same goes for change-making. It is an asset that should be available to all but that is not always within everyone’s reach. A changemaking education provides individuals the opportunity to activate personal agency to not only

solve the problems of the world, but to also impact their own reality.

At MDC, assessment serves as a powerful tool for understanding how a changemaking education helps us ensure that MDC students graduate prepared to face and address the next set of challenges and opportunities awaiting them. Assessment, however, is not an end in and of itself – instead, it is more powerful when rooted in a strategic vision that tells a story of collective changemaking action.

Cultivating MDC's strategic approach to changemaking education meant we had to become intentional about what type of changemaker we wanted to help develop and then consider how our college is situated to do so. As MDC is a predominantly two-year institution, we considered what outcomes were achievable with our students over this shorter pathway. Our process for determining MDC's role in the pipeline of building changemakers with our profile of students moved us to land on the strategy of emphasizing **changemaking activation**. We wanted as many students as possible to gain access to the empowering and catalyzing force behind finding one's voice while contributing efforts to a greater cause. This is what we came to define as personal agency in our context.

MOVING FROM THE ABSTRACT TO THE CONCRETE

The golden rule for strategic execution of any body of work is the proper alignment between people, strategy, and operations. In response to our 2015 Changemaker Campus designation by Ashoka U, Miami Dade College established a new role that would be responsible for coordinating and connecting the various college-wide efforts aimed at further deepening the MDC approach to changemaking education (the new role later became the Director of Social Change Initiatives). With a team of over 5,000 employees serving 160,000+ students annually on eight different campuses across Miami Dade County, having a central point person to oversee both the macro and micro efforts would be critical in establishing a unifying and aspirational vision for this work while co-creating an action plan robust enough to move the needle at different levels.

From the beginning of this journey, inclusion was key – not only in principle, but in process. MDC's "team of teams" concept continues to serve us today as the backbone "people structure" that helps our changemaking work grow and evolve. Every campus hosts a changemaking committee (called IMPACT teams), and each of those committees have both a faculty and staff co-chair that work directly with the Director of Social Change Initiatives. Through this structure, every discipline and department of the College can be represented in the changemaking work. Today, the collective IMPACT network totals over 150 individuals who represent the majority of our academic disciplines, all of our key student-facing programs, and every function of operations both on campuses and across the whole institution.

A key for greater buy-in from our college-wide team was ensuring diversity – not only in the make-up of individuals involved in the work, but also having diversity in roles, perspectives, and experiences. Prioritizing this type of diversity is what makes this work truly "everyone's." It also helps ensure that the focus in implementing the work remains aligned with our MDC mission and values – namely that we maintain a deep sense of understanding and empathy for the students on this journey. Because we have many among our staff and faculty, including our college president, who themselves have experienced

transformational learning opportunities, we are able to stay mindful of the wide-range of needs embedded in this community and how the work of developing changemakers is impacted by their context.

LANGUAGE MATTERS

Once the people and the strategy were clarified, we focused next on defining the “how” – essentially defining the operations for how to drive the work forward. It became immediately evident that a significant barrier we faced was the lack of a clear and concise definition of changemaking at the College. Over and over, we heard things like “but what IS it?” (referring to changemaking education) or “but what does it look like?” or even things like “but not all of our students are going to be the next Steve Jobs.” For as many people as we asked, there were as many definitions and levels of understanding as to who a changemaker could be or about what being a changemaker actually entailed.

In addition to sharing as much reading and research as was available on changemaking education (vs social innovation and/or social entrepreneurship education) with our IMPACT network, we also embarked upon the critical work of listening to different college stakeholders in order to better understand both what changemaking meant to them and how to develop an effective call to action for their affinity group. Individual focus groups were held with students, with faculty, and with staff/administration. We learned that while different groups held similar interpretations of changemaking, motivations for getting involved with changemaking education could vary quite a bit. Based on this insight, we developed “message cards” with top communication “talking points” that spoke to the different insights we gained, and we kicked off a “training tour” of campus leadership and IMPACT teams so that all the messages shared about changemaking education and MDC’s commitment to it were clear, concise, and aligned. Today, we can honestly say that there is a shared understanding about what changemaking means to the MDC community, and we can articulate our role in providing that educational opportunity to students, and equally important, *why* every group of college stakeholders would want to get involved.

PLAYING “NICE” WITH MDC’S GENERAL LEARNING OUTCOMES

Once universal language was created for the work of MDC’s changemaking initiative, the next critical step was to operationalize the “why.” This became the driver behind the next stage of our work on MDC’s changemaking attributes.

Based on how we envisioned MDC’s role in changemaking education, our internal team decided that our selection of changemaking outcomes for students should be “foundational” in nature. Recognizing that there are many competencies essential for effective changemaking and that there is no linear path to becoming a changemaker, we aimed to identify the value of having certain student outcomes nurtured before others. In early June of 2018, a core group of IMPACT faculty and program staff came together to begin the work of identifying those changemaking outcomes that would activate our students’ engagement in this work. This workgroup digested all the literature available on the topic of outcomes and evaluation for changemaking education and we considered the various curricular and

co-curricular opportunities at MDC that would be best suited for building the changemaker muscle. From there, the real work on student changemaking outcomes began.

At the very start of this work stage, we prioritized determining what terminology we would use. Would we call them student learning outcomes, competencies, attributes, or skills? Again, language would be important as it defined the mental models shaping the action plans that supported the work. After many hours of deliberation, the core team best identified with the term “attribute” to describe the final result we were collectively building towards with students. This terminology decision was an important detail namely because a few years prior, the College was engaged in a multi-year, college-wide process of determining MDC’s ten general education learning outcomes. That process was complex and, once complete, its roll-out required a lot of organizational air time. It could have been difficult for this newly emerging work on changemaking to roll out “new” (and different sounding) outcomes which would have likely caused confusion and frustration among many. Instead, the working group co-created language that articulated how MDC’s changemaking attributes compliment or result from the College’s learning outcomes when contextualized with real-time relevance and transformative, active learning strategies. The result is now a stronger framework for student learning and development that reflects the synergy between the two sets of skills/mindsets. (It also helped to have had faculty who were involved in the general learning outcomes work also serve on the task force focused on changemaking attributes – hooray for inclusion again!). This aligned story now integrates the four newly selected MDC changemaking attributes of empathy, reflection, resilience, and action orientation to create a clear picture of the type of agency we seek to cultivate in our students.

FIGURE I.1

Changemaker Attributes



COLLABORATION IS KING

Once the four core attributes were identified, our priority shifted to engaging a wide group of faculty and staff reaching across all eight campuses and touching every discipline in order to gather buy-in. Each of the core members of the original workgroup was tasked with the responsibility of sharing progress with their campus faculty peers, and feedback was collected over several meetings that spanned a few months. The workgroup sought feedback from those farthest away from the work, as well as from those who were already working it into their classrooms and programs.

Over several meetings, the workgroup brought back and deliberated over the feedback received from peers regarding which attributes to keep, remove, or add. Making final decisions about what to carry forward, what to leave behind, what to reword, and what to leave the same relied heavily on the workgroup's ability to think about the desired outcomes at the broadest scale. In other words, we had to remain focused on what we believed an MDC education could provide (in terms of changemaking) to all students, regardless of discipline or track. This helped the workgroup land on the four essential attributes of empathy, reflection, resilience, and action. The workgroup was then ready to share it with an even larger group - at the IMPACT retreat of spring 2019, close to 150 participants - and students - were asked for their feedback and insight. The work product was well-received and the collaborative process was openly appreciated. Already, we can hear faculty and staff recite the four attributes when speaking about changemaking today, and we evidence the intentionality with which they are enhancing their coursework or programs to emphasize the development of one, some, or all of these attributes. Inclusion paid off once more as we are progressing towards a full roll-out of the four MDC changemaking attributes in the fall semester of 2019.

As we enter the new academic year, the workgroup's focus will soon shift to the more evaluative aspects of measuring progress on these attributes. In partnership with our Director of Learning and Program Evaluation, faculty will develop rubrics to assess student learning and growth within classrooms. Additionally, we plan to more concretely define the alignment between MDC's college-wide learning outcomes and the changemaking attributes so that as we measure progress (institutionally), we can begin to gather insight on the influence of the attributes. We are just beginning our work in this space!

FRAMEWORKS FOLLOW THE FOUNDATION

For MDC, identifying our four changemaking attributes has not only made the work of changemaking more concrete, it has now created a platform to which the internal systems of the College can be adapted - systems such as evaluation and faculty professional development. In addition to building rubrics for each of the attributes, a series of learning and development modules has been conceptualized to build levels of understanding and skill-building for faculty new to the concept of changemaking education. These will tie into other faculty professional development opportunities that already exist and focus on related topics such as academic service learning, systems thinking, civic engagement/democratic learning, Earth literacy, and the UN Sustainable Development Goals. What this will create is a comprehensive framework of professional development opportunities that underscore and support

the importance of integrating active teaching strategies with contextual information to help reinforce the development of our changemaking attributes. The result is a body of faculty who are not only teaching changemaking, but who are changemakers as a result.

Other internal systems that are already being impacted by this clearer articulation of changemaking attributes is student recruitment, student orientation, co-curricular programming, and new faculty onboarding. The new attributes will also help us better articulate different pathways for those students seeking additional opportunities to develop their understanding of social innovation and social entrepreneurship. Plans to enhance other internal systems such as student, faculty, and staff recognition are also in the works. Opportunities to further integrate changemaking education into the core of MDC by way of its systems and processes all became possible when the articulation of our “why” became clear. Once we decided to hone in on the personal agency theme, we ourselves began to “level up” our own ownership of this work.

WORD TO THE WISE – THE KEY TAKEAWAYS

It is necessary work to develop changemaker attributes within the context of institutional culture and in a manner that advances the development of a changemaker in the higher education ecosystem. This allows for building intentional pathways that include every aspect of your institution while also preparing students for the next steps in their changemaker journey. As you think about your approach, consider the following:

1. Take time to identify the key institutional, vision, mission, or value messages that energize most people and can connect them to the work of changemaking education.
2. Prioritize the building of shared understanding and meaning for why changemaking (or social impact) education is important to your institution.
3. Cast the broadest net when beginning the work of identifying how your school will provide its students with exposure to changemaking learning and application opportunities – who might be involved (and don't forget the students themselves!)?
4. Ensure collaboration and practice curiosity – welcome co-creation and listen to the “why nots” before engaging in the “we shoulds.”
5. Take the time to focus on words. The dance of language – language of precision vs language of passion - can facilitate or serve as a barrier to your efforts.
6. Respect any existing academic frameworks (like learning outcomes) and consider ways to align your efforts with those widely accepted or established practices.
7. Be certain to take your drafts (even in early forms) back to the community for further insight as to whether your efforts are impactful while advancing your institution's goal for the work.

8. Tell stories about the impact of your changemaking learning outcomes in ways that can concretely demonstrate what a changemaker from your institution looks like. For us at MDC, it was making the connection to personal agency and highlighting students, faculty, and staff who are progressing on their own journeys.
9. Be patient. This iterative process took several years as we needed time for different stakeholders to find their sense of place in the conversation. Only when we gave time for learning and understanding to take place, were we able to truly have college-wide and cross-functional conversations about changemaking.
10. Celebrate your final product with a big reveal that will allow the contributors, early adopters, and designers to be recognized for their extraordinary contribution.

MDC's journey to embed changemaking education into the fabric of the College is far from over, but we believe we have made critical progress through the work of identifying our set of changemaking attributes. Without this clarity of purpose articulating itself in the language of student learning and development, changemaking education remains abstract and aspirational – missing its mark of being inspirational and feasible. Our sights are now focused on widespread awareness building of these new student attributes, alongside the work of establishing rubrics to help assess baseline, progress, and impact. Throughout the chapters that follow, you will learn from some of our institutional colleagues who are already making their way down this path, and hopefully your school will soon be on its own way in joining us as we build an “everyone a changemaker world!”

CHAPTER 2

Educational Evaluation— Understanding the Principles and Process

BY: ANN HIGGINS-D’ALESSANDRO

Professor of Psychology, Fordham University

AND STEPHANIE ANN PUEN

PhD Candidate, Fordham University

“Measuring student learning against intended learning outcomes can help to clarify what progress students are making, where they need support, and even what they are mastering beyond what was intended.”

HATTIE DUPLCHAIN

Research and Evaluation Specialist, Ashoka U

Preparing Students for a Rapidly Changing World

(Ashoka U, 2019)

Evaluation can be a powerful tool for understanding students' educational experience as well as for the continued improvement of educational offerings. But all evaluation is not the same. The term is used to refer to many different intentions for inquiry, approaches to data collection, and processes for analysis, making it difficult to know where to begin and how to use evaluation to inform educational practices.

What makes evaluation powerful is not necessarily about how rigorous the design or comprehensive the data collection process. Rather, it is about finding the tool or approach that is most relevant to the educational context. When utilized successfully, evaluation will help answer questions an educator is asking about their work and illuminate what is happening in a classroom or across an institution.

In this chapter, we explore the foundations of educational evaluation. We consider the purpose of assessment (why people undertake this work and what evaluation practices are designed to accomplish) as well as the process of assessment (how these practices are designed and implemented). Together we will draw out the principles and considerations relevant for any assessment practice.

PURPOSE FOR EDUCATIONAL EVALUATION

When implementing evaluation work, educators must begin by determining their purpose for evaluation. This means grappling with questions like these:

1. Why do I want to implement evaluation practices?
2. What questions do I have about my students' experience in educational offerings?
3. What do I aim to understand about the relationship between the education I offer and what my students learn?

Generally, educators implement evaluation practices to better understand how the educational experiences they offer are helping students achieve key learning goals (Suskie, 2018). However, given that many aspects in educational design and implementation influence effectiveness, it is important to be as specific as possible when developing the scope of your evaluation efforts. Educators might consider any of the following reasons for evaluating their own work:

- **Conducting evaluation to assess student progress.** They aim to answer questions such as, “What are the mindsets, knowledge, and skills students begin an experience with?” “Are students becoming more knowledgeable, competent, responsible, and increasingly active?” “How are educational experiences contributing to that change?”
- **Conducting evaluation to assesses the design and implementation of learning opportunities** (the curricular and co-curricular experiences planned and implemented to teach specific knowledge and abilities). These evaluation efforts aim to answer questions such as, “Are learning opportunities aligned with intended outcomes?” “Are they developmentally appropriate for the learning community?” “Are they being implemented as designed?”
- **Conducting evaluation to assesses stakeholder experience** (stakeholders might include students, faculty, administration, parents, and community members). They aim to answer questions such as, “Are stakeholders' goals represented in the intended outcomes of the program?” “How do different stakeholders experience the educational offering?”

Of course, there are many other reasons that an educator may choose to conduct evaluation. By getting clear on the purpose of evaluation, educators will be able to select the type of evaluation that will most effectively answer the questions that they are asking.

TYPES OF EVALUATION

There are many different types of educational evaluation. In order to select relevant evaluation practices that will produce actionable results, consider the following factors:

- **Purpose of Evaluation:** As discussed previously, it is important to select an evaluation practice that is designed to be able to answer the questions that an educator is asking.
- **Stage of Implementation:** Some evaluation practices are better suited to inform design practices, some are more relevant during the implementation process, and some only make sense after an offering has concluded. Select an evaluation practice suited to the stage of program implementation in question.
- **Institutional Level:** Some evaluation practices are only practical to implement at the classroom or program level. Others will only produce relevant results with a large sample size, for instance across an institution. Select the evaluation practice relevant to the institutional level in question.
- **Use for Results:** Consider who the audience for results will be and how those results will be utilized. Select an evaluation practice that produces results that are actionable. In some cases, that means considering your intended audience for this work and the kinds of results (e.g. qualitative or quantitative, institution-wide trends or student case studies) they will find most informative.

Next we offer an introduction to six common types of evaluation in education. Remember that each of these practices is nuanced and in order to design and implement effective evaluation practices, it is important to more deeply understand the methodology in use. Regardless of which method is most relevant to your goals, we recommend a deeper dive before implementing any of these methodologies into your work.

A Note on Terms:

Intervention

When discussing evaluation practices, the word *intervention* is used to describe an action that is being taken for the purpose of creating a change. In the context of education, an intervention could refer to anything from an activity being implemented, to a course that students take, to the complete higher education experience.

The term *intervention* is used throughout the overviews below.

- **Needs Assessment.** Needs assessment is a process to determine the gap between the current reality and the desired reality for a community of people. In other words, this methodology assesses what needs a community of people have. The results are used to inform the design of programs or interventions to meet those needs. Needs assessment can also gather information about the community's perception of a planned intervention, how it might address needs, and

how it could fail to do so. Results help planners avoid misunderstanding of needs and identify barriers to implementation, thus, optimizing the intervention's potential success (Rossi, Lipsey, & Henry, 2018).

See the following chapters for examples:

- › Chapter 1: *Learning Outcomes and Building a Shared Vision for Changemaker Education*
- › Chapter 6: *Evaluation for Social Impact: A Theory of Change Approach*

- **Formative Assessment.** Formative assessment is a process to assess the immediate and short-term effects of an intervention in order to inform real time iteration. In education, the goal is to better understand how students are experiencing and learning from an educational intervention in order to adjust future interventions to be even more impactful. Formative assessment practices can be implemented at the beginning of or on an ongoing basis during a program (Rossi, Lipsey, & Henry, 2018).

See the following chapters for examples:

- › Chapter 3: *Evaluation for Cultivating Changemaker Mindsets*
- › Chapter 4: *Evaluation for Student Self-Authorship*

- **Implementation Assessment.** Implementation assessment is a process to assess implementation fidelity or, in other words, how faithfully the intervention-as-planned is actually carried out in real-world settings. It examines the effects of differing conditions of various institutions and organizations as they implement the same program, accounting for different participating groups and individuals, staff training, and when and how an organization's cycle (e.g. academic cycle, product delivery cycle, business value chain cycle, microfinance loan cycle) may affect, hinder, or optimize implementation. This sometimes overlooked form of evaluation is important because without knowing details about implementation, it is impossible to fully understand an intervention's success or failure (Rossi, Lipsey, & Henry, 2018).

See the following chapters for examples:

- › Chapter 8: *Evaluation for the Common Good- A Whole Institution Approach to Curriculum Enhancement*

- **Summative/Outcome Assessment.** Summative assessment evaluates outcomes of an intervention at the end of its implementation. In the context of education, this methodology focuses on determining how students have progressed toward intended learning outcomes. Summative assessment draws on program logic models and theories of change, which outline intended goals and the process designed to achieve those goals. Summative tools collect data to assess what results have been achieved in comparison to the outlined intentions and process. By extension, summative assessment highlight any gaps between planned and realized outcomes (Rossi, Lipsey, & Henry, 2018).

See the following chapters for examples:

- › Chapter 5: *Evaluation for Understanding Student Growth*
 - › Chapter 7: *Evaluation for Semester in the City: Immersive Changemaker Education for Full Academic Credit*
 - › Chapter 9: *Evaluation for Changemaker Education Across Canadian Changemaker Campuses*
- **Developmental Evaluation.** Developmental evaluation is a process for evaluating an innovation in order to understand and learn from emerging and sometimes unexpected effects. In this process, practitioners and evaluators work closely together to create short feedback loops between intervention, perceived results, and iteration toward ideal outcomes (Patton, 2011). This process is intensive, generally requiring evaluation to begin when the project begins, consistent implementation throughout a project, and the continued on-the-ground involvement of an evaluator throughout. It is often best suited for pilot projects, to test working ideas in a new area or field such as social innovation, and to generate new theories (Patton, 2011).
 - **Impact Evaluation.** This evaluation has two related functions. The first is to establish a causal link between an intervention and an outcome or, in other words, demonstrate that an intervention was the cause of an outcome. The second is to determine what about the intervention led to the outcome. To establish causality, impact evaluation draws on sophisticated statistical techniques to compare outcomes for a group of people who experienced intervention against outcomes for a comparable group that did not (called a control group). Often this evaluation is designed as random control trials (RCT) experiments (Rossi, Lipsey, & Henry, 2018).

See the following chapters for examples:

- › Chapter 10: *Evaluation for Changemaker Student Learning*

Practically speaking, developmental, needs assessment, and formative evaluations are most relevant when planning an intervention and the possible ways it could be assessed. Implementation, summative/outcome, and impact evaluations are relevant during and after implementation to determine an intervention's benefits, who benefits and under what conditions, and over how long a time period. The purposes, designs, and methods of implementation, summative/outcome, and impact evaluations may overlap. For instance, an implementation evaluation can also consider outcomes. Summative/outcome and impact evaluations often are conducted simultaneously.

THE RELATIONSHIP BETWEEN EDUCATION AND EVALUATION

As educators in the following chapters discuss the different types of evaluation they are utilizing, it is important to note that summative evaluation should be a part of a larger cycle of design, implementation, and iteration. Otherwise, educators run the risk of their evaluation efforts being irrelevant and/or inapplicable.

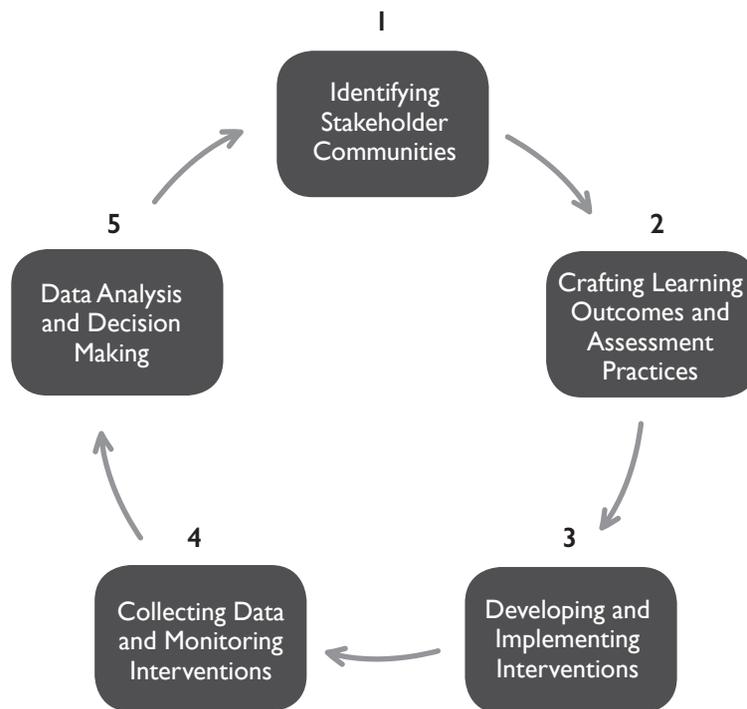
What it looks like to embed evaluation in education is different for each type of evaluation. Below, we offer an overview of how summative evaluation can be embedded as an example and as preparation for discussions in chapters to come.

THE EDUCATIONAL DESIGN, IMPLEMENTATION, AND SUMMATIVE EVALUATION PROCESS

There are a few critical steps in the cycle for educational design, implementation, and evaluation. The cycle is represented as a five step process in the graphic below.

This cycle can also be represented as a four step process, combining the first two steps found in the following graphic. This alternative depiction can be found in chapters that follow.

FIGURE 2.1
Summative Evaluation Cycle



(US Department of Education, 2007)

1. Identifying Stakeholder Communities

The first step in this educational cycle is to identify stakeholders who are important to include in education design and implementation. Consider those who plan and implement educational offerings as well as participants and other community stakeholders. Involving all stakeholders helps to ensure that educational goals and associated interventions are designed according to community needs, and include many perspectives. For example, a university in this design process might want to include not only students, faculty, and staff, but also parents and community members.

2. Crafting Learning Outcomes and Assessment Practices

The second step is to engage stakeholders in the design of learning outcomes – goals for how students will grow over a specific learning experience. By sharing their views about what student outcomes are important, stakeholders can build consensus about educational goals, interventions, and their evaluation. Educational interventions can include courses or course sequences, co-curricular programming, or even the full higher education experience. Learning outcomes include knowledge areas, mindsets, and skills. For the learning outcomes to be measurable, they must be observable and testable.

It is in this step that design of assessment practices can also begin. Once concrete learning outcomes are established, tools can be developed to collect data indicating progress toward those outcomes. Assessment design first involves determining indicators for progress toward an intended outcome. For instance if an outcome focuses on public speaking confidence, indicators might include abilities like speaking clearly and making eye contact with the audience. Then it requires crafting a tool or process to collect data about changes in indicators. Such tools include surveys, class assignments, qualitative interviews, and so forth. See Appendix B for a framework to help align assessment intentions, learning outcomes, and assessment design.

3. Developing and Implementing Interventions

The third step is a series of decisions related to designing and implementing interventions or, in other words, educational offerings. Decisions include:

- What interventions should be implemented
- Who should teach or conduct them
- Who will participate
- What length of time interventions will last
- What benefits and risks should be considered
- What institutional support is needed to launch a successful intervention

How-tos for designing aligned, thoughtful, and impactful changemaker education could make up their own stand-alone publication. Two tools that are important to mention here, because they support both educational design and evaluation, are the Theory of Change and logic models. These tools are used

to articulate how interventions are intended to affect change in order to achieve goals. See Appendix B for more about how to use these tools to support the educational design, implementation, and evaluation cycle.

4. Collecting Data and Monitoring Student Performance

The fourth step of this process focuses on implementing assessment. It involves finalizing assessment planning that began in step two, including decisions about what intervention characteristics, processes, and learning outcomes to assess. Then the step involves collecting data according to the assessment plan. In summative assessment, student learning and performance outcome data should represent measurable, specific knowledge and tasks along a continuum from immediate to longer-term outcomes. But even when outcomes and impact analysis is the priority, implementation data should also be collected. The implementation data should represent measurable aspects of frequency, intensity, dosage, and scope of involved participants (implementation fidelity).

Depending on how the assessment process is designed, implementing interventions in step three and data collection in step four may overlap. In the case of summative and impact assessments, data collection can take place several times throughout an intervention, but always at its conclusion. Incorporating control or comparison groups makes a stronger evaluation.

5. Data Analysis, Decision Making, Feedback

The final step in the process involves analyzing collected data to determine the extent to which the intervention was implemented and the student learning that resulted. This last step is also a first step in iteration. Results can help educators and institutions see the extent to which the intervention was aligned with, and tangibly helped realize overarching goals as well as specific learning outcomes. It also points to opportunities to iterate and identify changes that can make programs even more effective at achieving these goals.

These steps may occur sequentially or with feedback loops, but strong evaluations must include all of them.

PREPARING FOR EVALUATION: UNDERSTANDING THE INTERVENTION

To develop evaluation practices that offer useful insight into an intervention, evaluators must understand how the intervention is designed to bring about change, improvement, or transformation. When practitioners have determined an intervention plan, in step three of the above cycle, evaluators design a Theory of Change. A Theory of Change articulates how curricula and learning activities are intended to impact student learning and performance.

Though the Theory of Change can be a useful tool in many steps of the education process, we mention it here because it is also a critical foundation for evaluation. A Theory of Change is an implicitly causal

model. It says that *if* students are exposed to an intervention, *then* they will benefit in specific ways. It becomes useful only when it can specify *why*. What are the conditions or situations that can enhance or hamper an intervention's effectiveness? Thus, a Theory of Change must be testable. Evaluation is a means for testing the accuracy of the Theory of Change.

See Appendix B to learn more about how a Theory of Change can be developed and used in evaluation, including a case example of college learning communities including the Theory of Change, development worksheet, and logic model.

METHODS OF ANALYSIS

Evaluation draws on different research methodologies to answer different questions about the efficacy and worthwhileness of educational interventions.

Educational evaluation can draw on quantitative or qualitative methods in order to collect different kinds of data. Quantitative methods provide information that can be counted; these methods may include pre and post surveys, databases, or written assignments' scores. Qualitative methods, on the other hand, provide information that is not easily captured through numerical data; these would include focus group discussions, interviews, documents and records from the school or professor, and projects by students. Each method has its own advantages and limitations, so it is important to consider what kind of evidence the organization needs to answer their questions and which method would be able to collect the data needed as evidence accurately and efficiently.

As as with other research, evaluation employs the full range of designs, from pre-post methods and comparison of intervention and control group differences, to sophisticated multi-level regression, and SEM modeling. Statistical techniques can be used to better understand *how* an intervention and its outputs affect student learning outcomes. The evaluation toolbox includes analysis techniques that can address many different evaluation questions that educational practitioners and institutions are asking.

A CASE STUDY: EVALUATION AT FORDHAM

Evaluation has been a critical tool for ensuring that the Gabelli School of Business (GSB) academic and extra-academic programs support the university's vision and mission. And today, using evaluation studies, GSB can tell a story of student impact as well as retool its curricular and extracurricular programs to further strengthen its commitment to "educate compassionate global business leaders who impact the world in a positive way." (Dean R. Rapaccioli, personal communication, 2016). Evaluation helps in making the vision of integrating social innovation in the GSB culture more concrete and realizable.

Fordham University became an Ashoka U Changemaker Campus in 2015. A group of GSB and liberal arts faculty founded the Fordham Social Innovation Collaboratory (FSIC) to function as a hub to identify, network, and highlight existing and new social innovation efforts across its campuses.

The Collaboratory strives to deepen students' understanding of social innovation through 'ground floor' courses, where all students are introduced to social innovation, and in GSB courses, where faculty incorporate social innovation into their particular disciplines. Guided by the amazing energy of the FSIC Director, the Collaboratory has also developed social innovation internships and practica that are offered university-wide. Students from all schools, graduates as well as undergraduates, from law, education, business, philosophy, psychology, communications, and other disciplines take on and solve intractable problems such as the Cookstove Design project to prevent blindness or the sales of electric cars to millennials.

In 2016, GSB sought feedback about FSIC's initial effects on students. GSB considered evaluation an important tool to understand what was working well for the students and for the Fordham community as well as what needed to be improved upon, in line with the GSB vision. Fordham University's Assistant Dean for Global Business conducted focus group discussions to evaluate what students thought of the idea of social innovation and the specific courses that included social innovation ideas, readings, and activities. The eight participants were sophomores in the Fall 2016 cohort. After taking courses that exposed students to social innovation in marketing, finance, and strategy, the students were asked to provide feedback as to what they thought was missing from the FSIC program and what the university should address.

The focus group discussions reflected that students exposed to social innovation ideas understood social innovation as a creative and impactful way of doing business for a better future - in line with an awareness of the importance of sustainability as well as profit, and of the concept of the triple bottom line. The evaluation addressed whether students preferred a stand-alone social innovation concentration or more holistic infusion into GSB. Resoundingly, students wanted MORE social innovation pushed into higher level courses as well as more extracurricular (e.g. practica, internships) social innovation activities. They desired both content and pedagogical changes: inclusion of real-world cases where social innovation was helpful and the opportunity to network with companies who practice social innovation.

Implementing these evaluation practices was challenging for a variety of reasons: (1) The methodology was open-ended, allowing students to freely express their views; (2) The methodology had to assess the representativeness of the small proportion of students included in the focus groups; and (3) The methodology needed to produce findings that could inform actionable recommendations.

Ultimately, this evaluation produced the results it was designed to. The study collected real information from students as a basis for recommendations. And it catalyzed concrete changes in the GSB FSIC initiative:

- Integrating social innovation culture into the GSB, e.g. by adding more social innovation guest speakers;
- Adding more social innovation activities and speakers to the introductory required GSB courses; and
- Developing case studies for upper level GSB courses to illustrate in detail how social innovation has been helpful in the different parts of the business value chain.

Based on this evaluation, GSB is looking to include more internship or practicum opportunities in its curriculum for social innovation so that students can get more hands on experience as to how to do social innovation in specific situations. There are also efforts to increase the faculty and courses offered that explicitly bring in social innovation to the different parts of the business value chain.

PRINCIPLES FOR DESIGNING AND IMPLEMENTING EVALUATION

While there are many reasons for and approaches to conducting evaluation, there are a few principles that always apply when conducting this work. Keep the following principles in mind when considering what social innovation and changemaking evaluation might look for new educational theories, approaches, and interventions.

- Evaluation is not a neutral process. It is a values-based initiative designed to ascertain the worth of an intervention or offering. Moreover, an intervention is always carried out in social and political contexts. “Evaluation is a rational enterprise that takes place in a political context” (Rossi, Lipsey, & Henry, 2018, p. 19). For evaluation to be of value, both the design and implementation process must be inclusive. It must accurately account for all stakeholder perspectives as well as all conditions and constraints within which an intervention or program is implemented.
- Evaluation is a collaborative process. While there may be stakeholders that cannot be included in an evaluation process, (e.g. future generations), the most useful evaluations involve as many stakeholders as possible. Eliciting and responding to different perspectives lays solid groundwork for evaluation that will be accurate, actionable, and ultimately meaningful.
- Evaluators have an ethical responsibility to be open, transparent, and responsive. Everyone knows that evaluators evaluate - they judge, sort, and make assessments, all of which may make practitioners cautious. Upholding all ethical responsibilities during the process is important, from being on time to having well-prepared documents for discussion, to always being willing to re-consider decisions. The evaluator’s open stance is essential.
- Evaluators have expertise and a responsibility to share that expertise when working with practitioners. Without using jargon, they should explain their plans and decisions, consider and comment on alternatives, and provide clear reasons and rationales for maintaining specific design, instrument, and analytic standards. A solid collaborative process leaves room for compromise, without compromising evaluation quality.

CONCLUSION

Evaluation is powerful. For emerging fields like changemaker education, evaluation is all the more important. The insights evaluation practices provide help us to grow changemaker education with intention and design educational offerings that are impactful for students, for communities, and for the world.

In the chapters that follow, educators share how they have cultivated evaluation practices that do just that – provide guidance as they build powerful learning experiences for their students. We encourage readers to draw on the evaluation foundations we have shared here when considering how to reimagine existing practices or create brand new ones to guide their own changemaker education work.



RECOMMENDED RESOURCES

A few resources that we would recommend are:

- [Preparing Students for a Rapidly Changing World: Learning Outcomes for Social Innovation, Social Entrepreneurship, and Changemaker Education](#) by Ashoka U (2019).
- [Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use](#) by Michael Quinn Patton (2011).
- [Evaluation: A Systematic Approach](#) by Peter H. Rossi, Mark W. Lipsey, and Gary T. Henry (2018).
- [Mobilizing for Evidence-Based Character Education](#) by United States Department of Education (2007) <https://www2.ed.gov/programs/charactered/mobilizing.pdf>.

SECTION II

Evaluation in Courses and Programs

Chapters in section two remind us that the most powerful evaluation is designed with the needs of all stakeholders in mind, especially students. In both chapters, authors share their journeys to develop a comprehensive evaluation system for their classrooms and draw on numerous evaluation tools to help them better understand their students' experiences. But the ultimate point of evaluation work, for each contributor to this section, is to help students understand their own intentions, strengths, and growth process.

The section includes the following chapters:

CHAPTER 3: EVALUATION FOR CULTIVATING CHANGEMAKER MINDSETS

by Molly Ware, Western Washington University

In this chapter, Ware shares a comprehensive evaluation system designed to guide her students as they walk through changemaker mindset shift. Tools also function to inform Ware about students' progress, their needs, and how to offer support. Evaluation tools in Ware's system are primarily formative, though outcomes and other types of assessment are also built into the system.

CHAPTER 4: EVALUATION FOR STUDENT SELF-AUTHORSHIP

by Rebecca Riccio, Northeastern University

In this chapter, Riccio shares a system for evaluation driven by students. Learning outcomes that students establish for themselves at the beginning of the course, with the instructor's support, form the foundation for assessment over the course of the semester. Assessment tools are designed around self-reflection and student reported progress to support instructor understanding and student growth. Evaluation tools in this system are also primarily formative in nature.

CHAPTER 3

Evaluation for Cultivating Changemaker Mindsets

BY MOLLY WARE

Secondary Education Faculty and Western Reads Program Director, Western Washington University

“For me, changemaking is never just about changing the external world. This changemaking tool is about our own personal transformation.”

MOLLY WARE

Secondary Education Faculty and Western Reads Program Director
Western Washington University
(Ashoka U, 2019).

“I was so mad at you all quarter,” a student named William told me with a smile and a bit of uncomfortable fidgeting. “You were?” I asked, shocked but curious. William had been one of the most engaged learners in my class and I was under the impression that he and I had a pretty solid relationship in our work together. Surprised, I asked, “Would you be willing to tell me more?”

Evaluation can invite a culture of compliance, but I wanted my students to do more than comply with my expectations as their teacher. I wanted them to explore and experiment with what felt meaningful in their own learning at the university. As a part of my first foray into supporting students to grow in these ways, reimagining the culture and practice of assessment felt critical. But William’s response invited me into a different way of seeing how students were experiencing this significant transition,

“You took away everything I knew! Grades, taking tests to show what I know, the teacher knowing the answers, a syllabus that doesn’t change much during the quarter, all of it. You took away all structure.”

I wanted to argue - *Of course the class had structure, just not all of the traditional educational structures!* But the more I sat with William’s words, the more I realized it didn’t matter if I had structures in place if students couldn’t see them or didn’t know how to work with them.

I realized asking students to work with changemaking mindsets and practices was like dropping them into a foreign landscape without a cultural liaison. My students excelled at performing for external standards in their educational experience but had never been asked what their own standards or intentions for their learning were. I needed to help them begin learning how to work from the inside out.

William’s response was the catalyst that led me to develop a system of assessments and a set of pedagogical practices to support students through the transition from traditional definitions of educational success to changemaker mindsets and practices.

AN OVERVIEW OF THE EVALUATION SYSTEM

Reimagining my assessment and evaluation practices was a critical part of creating space for students to grow as changemakers. In an evaluative culture that encourages compliance and one in which instructors hold authority over grades, it is difficult to cultivate the foundations for changemaking – mutual trust and space for vulnerability, for trying difficult things.

But reimagining evaluation alone is not enough to cultivate this mindset shift. A changemaking evaluation system works hand-in-hand with a rich experience where students can practice changemaker mindsets in action, a formative assessment system that helps the instructor stay abreast of where students are in the transition, and a set of pedagogical practices that support students in experiencing their own growth as changemakers.

Figure 3.1 provides an overview of how formative assessments and pedagogical approaches are integrally connected to the course evaluation system I developed.

FIGURE 3.1

Formative assessment and pedagogy as integral components of changemaking evaluation system

Formative assessment	Pedagogy	Changemaking Evaluation System
<p>Ongoing opportunities for students to reflect on and assess challenges and progress towards changemaking mindsets through lived experiences integral to course.</p> <p>Ongoing opportunities for instructor to design and adapt class in response to what is observed in student self assessments, dialogue folders, written work, and weekly logs.</p>	<p>Holding students' sense of meaning and motivation in dynamic tension with course standards and content. Designing ways for students to learn from and with course standards and content.</p> <p>Designing ways for students to learn from and with each other as they experience real-time changemaking challenges, opportunities, and questions.</p> <p>Supporting students through the transition from good student to changemaking mindsets by normalizing the discomfort of this transition and keeping them connected with long-term changemaking aims.</p>	<p>An evaluation system that explicitly asks students to work with changemaking mindsets (see rubric in Figure 3.2 for examples) in action while deepening and developing course content and understandings.</p> <p>A means of seeing student growth towards mastering changemaking mindsets (both formatively and summatively) over time.</p> <p>A system that provides instructors (and programs) with rich, qualitative evidence of student growth and embodiment of changemaking mindsets.</p>

In my process to develop a system of assessments and a set of pedagogical practices to support students through a changemaking transition, I created a series of tools – all with multiple formative, pedagogical, and evaluative functions:

- **Changemaker Evaluation Rubric** is a rubric to familiarize students with changemaking mindsets. This rubric became the backbone of my course evaluation system and served as a changemaking liaison for students unfamiliar with the type of learning experience they would have in my course. Typically, I have students self-assess on the rubric on the first day of class. We also discuss some of the changemaking mindsets they find most confusing or unfamiliar, which helps students see the foreign practices and mindsets at the heart of the class. I encourage students to focus on 2-3 mindsets that feel most important to their learning for the quarter. If students begin to flounder, we may revisit the rubric mid-quarter. If not, I ask students to self-assess their growth over time at the end of the quarter (see a sample row from the rubric below. See the complete rubric in Appendix B).

FIGURE 3.2

Sample Changemaker Evaluation Rubric

Changemakers	Mastering it	Solidly Practicing It	Becoming Comfortable	Beginning the Journey
Stay engaged in the midst of ambiguity and uncertainty.	I was able to stay in the uncertainty and ambiguity of challenges I faced. I came up with my own strategies to reduce my stress in the midst of uncertainty. I did not blame others or external circumstances for my stress.	I was sometimes able to stay in the uncertainty and ambiguity of challenges I faced. Other times I wanted answers right away. I practiced generating my own strategies to reduce my stress in the midst of uncertainty. I seldom blamed others or external circumstances for my stress.	I had trouble staying in the uncertainty and ambiguity of challenges I faced. I often blamed others or external circumstances for my stress and usually wanted answers right away. Every once in a while I generated a strategy to reduce my stress. Typically, I just used the strategies others gave me.	My own need for certainty made it difficult for others to work with the ambiguity in challenges we faced.

- **Dialogue Folders** are simply a folder where students can be in direct dialogue with the course instructor. At the end of each class, students document new learning and/or share feedback with the instructor. At least once a week, the instructor writes a brief written response back to the student in the dialogue folder.
- **Weekly Changemaking Logs** provide students with prompts for reflecting on their actions in experiences. For example, students taking my Designing Your College Experience class use the first year transition to college as the basis for weekly logs. They reflect on small moments in their experience using a prompt of their choosing, like:
 - › Moments you can point to and say, “Yes! That’s how I want my college experience to be.”
 - › Frustrations you’re having or things that aren’t working for you right now that you want to approach in a different way. What different approaches might you try?
 - › Something new you decided to try out that is outside the box of what’s familiar but that you felt curious about.
 - › Moments when you chose courage over fear.

See the Weekly Changemaking Log template in Appendix B for additional examples. For each log, students write a brief 1-2 paragraph response each week and choose different prompts over time. Regular reflections allow students to track their growth practicing changemaking mindsets over time. This is both an assessment tool (I score and give feedback on the write-up) and something I use to shape my pedagogy (we use specific student dilemmas from the logs as the basis

for consultancies in class - see example consultancy protocol in my Recommended Resources at the end of this chapter).

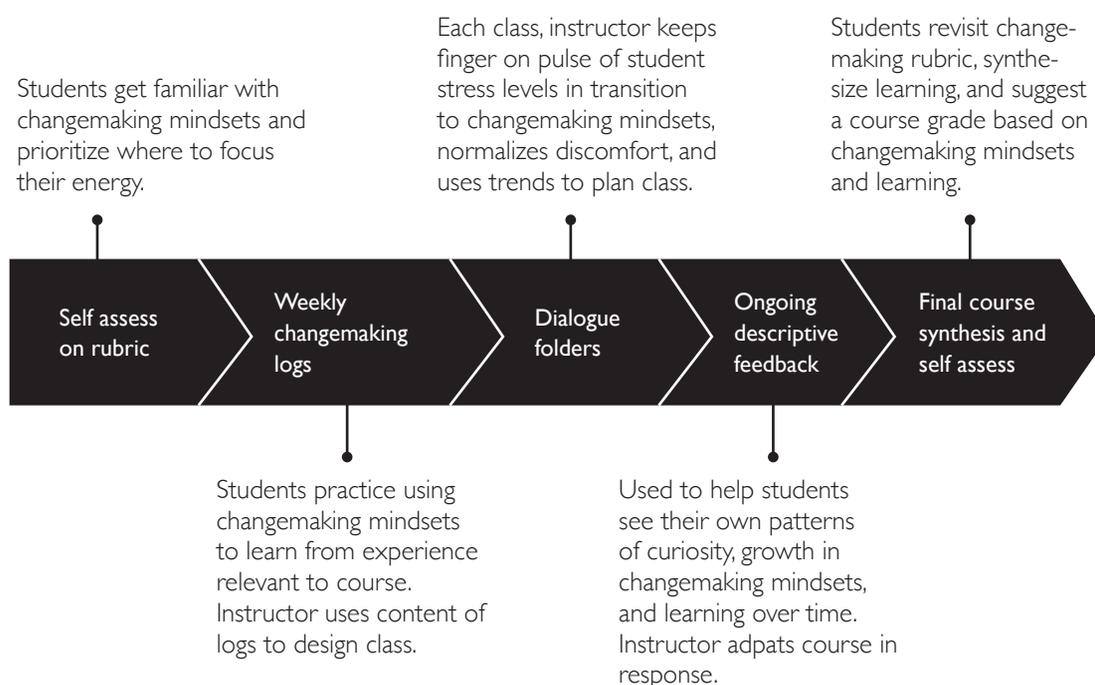
- **Ongoing Descriptive Feedback from the Instructor** is one way students can feel structure in a learning environment designed to support the transition to changemaker mindsets. For maximum effect, I focus this feedback on what I'm sensing is important to students - where they have energy, questions, and frustrations that feel alive. I try to support them in seeing *their* priorities and how their actions may reflect progress toward these priorities even when students can't see their progress yet. This sort of descriptive feedback is both an assessment tool and one that informs my pedagogy. Students and I are able to use descriptive feedback to see patterns and changes in their thinking and actions over time—a powerful assessment practice. But giving descriptive feedback also influences my pedagogy. By asking students to submit work prior to class and giving descriptive feedback before finalizing my upcoming plan for class, I am able to use descriptive feedback to drive my pedagogical decisions (including class activities, content, etc.).
- **The Final Learning Synthesis and Grade Reflection Assignment** asks students to look across all of their actions and work related to changemaking throughout the course and synthesize their learning. I typically ask students to look back at their dialogue folders and all descriptive feedback they've received on their weekly changemaking logs and other course written assignments as a way to look for changes in their ideas, beliefs, assumptions, and practices over time.

As part of this assignment, students also revisit the changemaking mindsets rubric. First, they self-assess their current level of competency for each learning outcome. Then, they compare their final assessment with their self-assessment at the beginning of the quarter.

Finally, I ask them to reflect on what their grade should be (by focusing on both the intrinsic and extrinsic dimensions of grades) and why. Often, I will meet with students one-on-one to discuss their and my final evaluation of their work. I use discrepancies between the grade students suggest for themselves and how I am seeing their grade as an entry point to a conversation. The full Final Learning Synthesis and Grade Reflection Assignment can be found in Appendix B.

For a bit more about the components of this course evaluation system to grow changemaking mindsets, see Figure 3.3.

FIGURE 3.3



PROCESS FOR DESIGNING EVALUATION SYSTEM

Designing this course evaluation system took time. I began by developing an initial version of the changemaking mindsets rubric for the beginning teachers I was working with. Initially, descriptors in the rubric rows grew out of direct observation of students' struggles and successes in working to make a difference in public schools.

This has evolved repeatedly over the years and for the different classes I teach. As I noticed places students tended to get stuck or shut down, I added to the content of the rubric so students could more specifically see the progression towards mastering changemaking mindsets. At the same time, I felt challenged to practice many of the same changemaking mindsets in my own institutional change work at my university. This meant I could draw on my own struggles and challenges to develop rubric content as well.

The formative assessment and pedagogy that became integral to the evaluation system also emerged over time. Probably most influential in developing ongoing descriptive feedback as one of the driving assessment tools was what I learned from the focus group interviews and research I conducted with a group of students after they completed my class. After receiving higher than normal course evaluations one quarter, I wanted to understand why this cohort had responded better than previous cohorts to the changemaking transition. I was curious why their frustration levels seemed so much lower than normal and their level of engagement so much higher. I interviewed all but a few of the fifteen students in that cohort a quarter later and left the focus group conversation with a new sense

of the importance of feedback that encouraged and drew out students' successes, strengths, and commitments (Ware, 2018).

PROCESS FOR IMPLEMENTING

One of the most important takeaways from my learning over the years (and the hardest for me to initially implement), was the importance of aligning my descriptive feedback with students' personal motivations and aims to help students build confidence in their capacity as they take action in the world. (See Brene Brown and Peter Johnston's books in my Recommended Resources at the end of this chapter for further reading).

In the study mentioned above, students made it clear that my capacity to give this type of descriptive feedback helped them believe I would support them as they learned from mistakes rather than my feedback reinforcing the ways their "performance" wasn't meeting standard. This helped them stay open to trusting themselves and experimenting to learn in the course teaching experience. I might not have realized the importance of including descriptive feedback in my classroom evaluation system if students hadn't emphasized just how critical it was to their willingness to stay engaged in the discomfort of stepping into changemaking mindsets as good students.

Over time, I learned how to start with students' own thinking and motivations and then help them see how these mapped onto external expectations (like state teacher education standards). This ultimately helped students see how they could creatively work with both who they were and what they found meaningful while using state standards and external expectations to strengthen their work (rather than conforming their work to the standards). As I learned to bring my voice to their work in ways that amplified students' own thinking and motivations, they grew much more quickly in their capacity as changemakers.

Whereas previously I tended to give feedback that asked loads of challenging questions and really pushed them to improve their work in relation to external standards, my students' stories of our work together helped me recognize that in order for students to take risks and experiment, they had to feel pretty convinced that their mistakes weren't going to be held against them in the course grade. And they had to keep a laser focus on what mattered to them and what *their* motivations were in the decisions they were making.

Since I give this sort of descriptive feedback at least once a week (as part of the experience the course is built around), it helped to create a tight feedback loop. In turn, the feedback loop helped to stabilize students in the changemaking transition, which was important since my class wasn't built around typical student feedback structures (taking tests; etc.). Over time, I realized students were using feedback as a support system to drive their learning and transition to changemaking mindsets throughout the course.

At the same time, as the course instructor, I needed a way to stay closely connected to my students' stress levels, struggles, and insights throughout our work together so I could adapt what we did in class in response to where they were in the changemaking transition. Over time, I learned it was particularly important for me to have a sense of when I needed to create opportunities for students

to come together in class to explore their struggles and confusion as a normal part of stepping into changemaking.

Before integrating the formative assessment tools into this evaluation system, I struggled to know when to create spaces to normalize my students' stress levels before they reached unproductive levels. This meant students often resorted to disengaging, getting mad at me as the course instructor, and demanding to know their grade in the course (See Heifetz, Grashow, & Linsky's book in my Recommended Resources for further reading). None of this is where I wanted students to be focusing their energy. However, as I came to see their frustration as a normal part of the transition to changemaking mindsets and began using formative assessment tools as part of my course evaluation system, I found I was much better able to keep my finger on the pulse of students' stress in the midst of transitioning to changemaking mindsets and adapt what I did in class in response. This meant students were much more able to stay engaged in learning despite the discomfort they experienced as they transitioned from student to changemaking mindsets.

Finally, it feels important to mention that I've adapted and utilized similar changemaking evaluation systems in a variety of courses I've taught, including one for first year students called *Designing Your College Experience*, another for beginning secondary education teachers called *Secondary Methods I*, and a course in Leadership Studies called *Leading Systems Change*. Each of these courses was built around a lived experience (e.g. first year students trying to design a meaningful first year experience or leadership studies students trying to create systemic change) or a community engaged learning experience (e.g. beginning teachers designing and implementing lessons with small groups of students in public schools), which provided a context for students to practice changemaking mindsets.

REFLECTION ON LEARNING

I have found myself repeatedly coming back to three questions as lenses for refining and strengthening this evaluation system over time. These serve to remind me of my priorities when I forget why assessment and evaluation matter to me, which I often do when students become frustrated and overwhelmed in the process of stepping into changemaking mindsets. These questions help me ground and stay centered so I can meet students where they are in the transition:

- What are the conditions I need to create in the classroom so students can grow their change-making mindsets and trust their capacity to create meaning in their lives and the world?
- What sort of support system makes it possible for students to navigate the internal challenges (struggle, frustration, sense of confusion and overwhelm, etc.) associated with the transition into change making mindsets?
- How can I use my power and authority as an instructor in ways that support, rather than inhibit, students in growing their agency and capacity as changemakers?

ADVICE TO OTHERS JUST GETTING STARTED

- Consider getting started by developing a rubric that supports the changemaking aims in your course. Focus on the changemaking attributes students most struggle to practice and live. When creating these rubrics, I still try to remember they're like cultural liaisons for students unfamiliar with changemaking mindsets. By returning to this rubric multiple times during the course and providing students with opportunities to reflect on how they're doing and where they want to focus moving forward, students can guide their energy on learning rather than lashing out at an experience that is unfamiliar to them (or the course instructor).
- Read up on giving descriptive feedback (see the Brene Brown & Peter Johnston books in my Recommended Resources). If I find myself asking a bunch of critical questions and getting frustrated with where students are in their changemaking journey, I stop giving feedback and come back to it later when I can take a more generous stance. I try to remind myself each time I read or assess student work that I am looking to draw out their ideas, questions, and motivations through the feedback I give.
- Create a way for students to track *their* learning and progress over time. Set up your course in a way that allows you the space and time to give feedback in a timely way so students can use a tight feedback loop to stabilize themselves as they transition from good student to changemaking mindsets. Dialogue folders, weekly changemaking logs, and descriptive feedback have worked well for me, but there are many tools like this. When I have an extra full quarter, I often set up brief meetings with students during class time to debrief and give feedback OR I design opportunities for students to engage in group consultancies (see example protocol in my Recommended Resources) where they explore stuck points that surface in weekly changemaking logs and capture their take-aways in writing afterwards. Find what works for you.
- Have students save all their work and all of your feedback so they can use it to synthesize (and provide evidence of) their learning over time.
- Most importantly, remember that generating an evaluation system that cultivates changemaking mindsets goes hand-in-hand with a rich, lived experience where students practice these mindsets in action and formative assessments that: 1) allow students to see and feel their progress, questions, frustrations, and successes over time, and 2) allow the teacher to keep a finger on the pulse of learning and the changemaking transition to adapt course content and pedagogy as needed. This dynamic and adaptive pedagogical approach is integral to creating the conditions for students to experience changemaking mindsets in action as the instructor models changemaking mindsets in the classroom. Without it, I have found a changemaking rubric used solely for evaluation will be insufficient in growing confident, capable changemakers.



RECOMMENDED RESOURCES

In the process of developing this system, I learned from and had the opportunity to build upon the ideas of many incredible educators. A few resources that I would recommend are:

- *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead* by Brene Brown (2015)
- *Consultancy Protocol: Framing Consultancy Dilemmas* by Faith Dunne, Paula Evans, and Gene Thompson-Grove (n.d.) <https://schoolreforminitiative.org/doc/consultancy.pdf>
- *The Practice of Adaptive Leadership: Tools & Tactics for Changing Your Organization & the World* by Ronald Heifetz, Alexander Grashow, & Marty Linsky (2009)
- *Opening Minds: Using Language to Change Lives* by Peter Johnston (2012)
- *“From ‘Good Student’ Toward Adaptive Teacher: Learning to Stay Engaged in the Discomfort of Adaptive Challenges”* by Molly Ware (under review)

CHAPTER 4

Evaluation for Student Self-Authorship

BY REBECCA RICCIO

Juffali Family Director, Social Impact Lab, Northeastern University

“My students’ success, as well as mine as an educator, has very little to do with their mastery of course content. I care much more about how they make meaning of the intellectual, ethical, and emotional dissonance they experience throughout my course.”

REBECCA RICCIO

Juffali Family Director, Social Impact Lab
Northeastern University

INTRODUCTION: EVALUATION AS AN ETHICAL OBLIGATION IN SOCIAL CHANGE EDUCATION

As a social change educator, my mission is to prepare aspiring social changemakers for lives of ethical and effective civic engagement and social change practice. However, I am keenly aware that choosing to insert yourself into someone else’s life or community with the intention to effect change is an inherently risky, if not presumptuous course of action. My choice to exercise my agency as a social changemaker through teaching obligates me to ensure that my students are mindful of the unintended harms and squandered resources that can result from their good intentions. The disciplinary facts and frameworks

I introduce in my course, *The Nonprofit Sector, Philanthropy, and Social Change*, are far less important than the opportunities I provide for students to contemplate what kind of human beings they want to be.

My sense of responsibility, to my students and to the individuals and communities they will interact with as social changemakers, motivated me to reflect deeply on how I use assessment and evaluation in my course. When I was invited to become a Faculty Fellow in Northeastern University's Center for Advancing Teaching and Learning through Research (CATLR), I chose to develop a tool to hold myself accountable for my students' learning experience, not defined by content-based learning objectives related to my disciplinary expertise, but by the competencies, literacies, and attributes (CLAs) that contribute to ethical and effective social changemaking.

I began by making a list of the CLAs I believed my students were developing based on the course design and years of formal and informal student feedback. I refined the list by determining where in the course students might actively activate those CLAs and removing any I could not place with a high degree of confidence. My final list (see Figure 4.1) triggered an epiphany: I cannot *make* my students develop the CLAs I feel most responsible for helping them take into the world, nor can I realistically measure growth in the CLAs over the course of a semester. What I can do is provide a learning environment that allows students to chart a personal path through my course that leads to meaningful self-authorship. I was fairly confident my course was doing that but felt compelled to be more deliberate about supporting and documenting my students' experience of the process. This led me to develop a new evaluation tool for my course.

FIGURE 4.1.

Competencies, Skills, and Attributes Associated with Specific Assignments and Activities in *The Nonprofit Sector, Philanthropy, and Social Change**

Active Listening	Ethical Reasoning	Planning
Civic Mindedness	Humility	Public Speaking
Collaboration/Teamwork	Inclusivity/Inclusive Action	Resourcefulness
Comfort with Ambiguity	Inquiry and Analysis	Respect
Communication	Introspection	Self-directed Learning
Complex Problem Solving	Leadership	Self-efficacy
Confidence	Negotiation	Strategic Thinking
Critical Thinking	Open-mindedness	Systems Thinking
Cultural Agility	Organization	Time Management
Decision Making	Patience	
Empathy	Perspective Taking	

*When compiling the list of CLAs they would like to focus on during the semester, students may choose from this list, visit the SAIL (n.d.c) website (sail.neu.edu) for more ideas, or identify their own.

CONTEXT: EXPERIENTIAL LEARNING, REFLECTION, AND SELF-AUTHORSHIP

My course lends itself especially well to cultivating social change-oriented CLAs because it is so heavily experiential. Real-dollar grant making, group-based systems mapping, and in-class “microexperiences” play an integral role in the course design.

Experiential Learning

Experiential philanthropy education (EPE) is a teaching methodology that incorporates authentic grant making into an academic course to amplify core learning objectives. EPE models vary between universities, but in my course students are entrusted with ten thousand dollars a year to award to a Boston nonprofit organization. In the fall, students conduct community scans, select a funding priority, and develop a request for proposals. Their successors in the spring develop a rubric for assessing applications, use them to review grant proposals, conduct site visits, and select the grantee.

The grant-making process allows students to apply much of what they are learning in the course in a real-world context and grapple with the practical and ethical implications of controlling resources to address a persistent social problem that may not be part of their lived experience. The consensus-based decision-making process provides many opportunities for students to hone their analytical, communication, negotiation, leadership, and organizational skills, while the community scan and site visits strengthen their perspective taking and empathy.

Both semesters include a group-based systems mapping project that challenges students to visualize their emerging understanding of the dynamic interplay between social, economic, political, and environmental forces associated with challenges Boston residents are facing. The goal of this assignment is to help students avoid the lure and pitfalls of linear and siloed problem-solving so they can better contextualize their grant making within the inherent complexity and interdependent contingencies of “wicked problems.”

Using this combination of EPE, systems mapping, and provocative in-class interactive activities or “microexperiences” allows me to intentionally introduce intellectual, ethical, and emotional dissonance throughout the course – moments when students are forced to confront preconceptions, dilemmas, paradoxes, injustices, and responsibilities that evoke a visceral response. While I designed these course elements with several CLAs in mind, my time as a CATLR Faculty Fellow afforded me the opportunity to examine with greater structure and intentionality whether and how students were developing them.

Reflection

Reflection has always played a prominent role in my course so students can contemplate their experiential learning moments in real-time to increase their “stickiness.” Three years ago, however, a series of focus groups with several of my university’s highest performing seniors forced me to question how much value structured reflection assignments actually have for students.

As part of a committee designing a new leadership development program, I had the opportunity to interview students who had been honored for high achievement in community and global engagement, service, leadership, entrepreneurship and innovation, and ideals. Despite the diversity of their academic, co-curricular, and professional experiences, they frequently cited reflection as one of the critical factors contributing to their achievements. However, when I asked them to describe what kind of reflection assignments they had found most effective, their composite answer amounted to this: Reflection *assignments* aren't useful. If you read the prompt carefully and know how the professor thinks about the course, you can get a good grade on a reflection essay. What helped me make meaning of my experiences was *real* reflection.

When I asked them to describe “real” reflection, a common understanding emerged of reflection as a habit of mind, the conscious use of time and space to contemplate for one’s own growth, not someone else’s expectations. To be “real” in their eyes, reflection cannot be a tool to verify a predetermined understanding of or reaction to course content. Rather, it should be an opportunity to connect the thoughts and feelings prompted by a course to their own experiences, values, and aspirations. Although very few of the students had taken my course, I couldn’t help but recognize my reflection rubric in their observations. A significant portion of the grading scheme focused on how well students contextualized their experience of the course in relation to its content.

The lesson that reflection is valuable, but perhaps not the way I was structuring it, combined with my own sense of responsibility as a social change educator, motivated me to reimagine reflection as a tool that can:

- Empower students to actively engage in the cultivation of the CLAs they feel most invested in through self-assessment and self-authorship.
- Assess students’ awareness of and engagement in those opportunities.
- Provide me regular feedback on students’ experience of the course in relation to their CLAs so I can hold myself more accountable for the quality of my teaching.

Self-authorship and Meaning Making

My passion for combining experiential learning and reflection to help students extract meaning from my course that they can hopefully apply with intentionality to their personal and professional development grew intuitively and organically over the course of my teaching. However, I have found it very helpful to understand these processes through the scholarship of teaching, especially Marcia B. Baxtor Magolda’s and Patricia M. King’s monograph, *Assessing Meaning Making and Self-Authorship* (2012). I found its theoretical frameworks addressing students’ path from experience to meaning-making especially helpful and relevant to my course design and content.

MULTI-PURPOSE APPROACH TO ASSESSMENT

Pulling the threads of experiential learning, reflection, CLAs, and my sense of obligation as a social change educator together, I reimaged the role of reflection to assess my students’ experience of my

course and myself. This led me to:

- Develop detailed pre- and post-course reflections that allow students to reflect on their own path through the course and where they may want to continue their personal growth in the future based on the CLAs they choose to focus on.
- Make interim reflection assignments shorter but more frequent, to normalize them as part of the students' ongoing learning experience between the pre- and post-course reflections and decrease the grade value of each one. Some of these prompts are included below.
- Assign a single grade for the student's reflection journal, rather than each entry, based on their level of thoughtful engagement over the semester, rather than specific content.

Pre- and Post-Course Reflection Assignment

Unlike most of the reflection prompts students encounter in my course, the pre- and post- course reflection assignments require a significant investment of time and thought. The pre-course prompt consists of two parts, and the post-course reflection prompt consists of three parts, both outlined in Figure 4.2.

FIGURE 4. 2

Pre-course Reflection Prompt

Please respond to Parts 1 and 2 of this prompt in your reflection journal.

Part 1

Make a list of the top 10 competencies, literacies, and attributes (CLAs) you aspire to achieve to be an effective and ethical citizen-leader and social change practitioner. The syllabus and Northeastern's Self-Authored Integrated Learning initiative (n.d.) can help stimulate your thinking about what is essential, but feel free to include additional CLAs, values, attitudes, skills, and practices you feel are important (e.g. sense of humor, comfortable living in low-resource environments).

To save time on Part 2, copy your list. For each item in the first copy of your list, provide a 1-2 sentence explanation of why you think it's important.

Part 2

Using the second copy of your list, rate yourself on each item using a scale of 1-10, where 1 = "I am weak in this area;" 5 = "I am comparable to most people at this point in their life and education;" and 10 = "I am especially strong in this area." For each item, provide a 1-2 sentence explanation of your rating and how you feel about it (e.g. I'm proud of the work I've put into becoming a better listener; I know I have to get better at listening to people who have a different opinion about difficult topics). Feel free to make additional notes that will help you remember where you are at this point in the course and on your path to becoming an effective and ethical citizen-leader and social change practitioner.

Post-course Reflection Prompt

Please refer to the list of CLAs you identified at the beginning of the semester to complete Parts 1-3 of this prompt in your reflection journal.

Part 1

Based on your experience of the course, would you choose the same CLAs now? If not, which ones would you remove? What would you replace them with? Explain why.

Part 2

Write down your final list of 10 CLAs. (You can cut and paste the list from your first reflection, just swapping out anything you decided to change in Part 1. For each CLA, assess yourself on the same scale you used previously. You may assess yourself higher, lower, or the same this time around. Write 1-2 sentences explaining your score for each item.

Part 3

For each of the CLAs for which you assessed yourself higher or lower, please add an additional 1-2 sentences identifying any elements of the course that you think led to the change, including readings, class discussions, specific concepts, assignments, experiences, etc., and explain how and why they were significant.

Additional prompts throughout the semester ask the students to refer back to their original CLAs, for example:

- Today in class, we identified some of the misperceptions, biases, and mindsets behind the popular idea “If you give a man a fish, you feed him for a day. If you teach him how to fish, you feed him for a lifetime.” Can you relate any of the CLAs on your list to the lessons you took away from that conversation?
- Do you see a relationship between systems thinking and any of the CLAs you identified in your initial self-assessment?
- This class is going to decide how a grant of \$10,000 will be awarded to a nonprofit organization addressing a complex problem in Boston. You’ll be doing a lot of work as a class and in groups to build skills and acquire knowledge to support your decision-making process. What CLAs, strategies, or activities can you activate or engage in as an individual to make a meaningful contribution and get the most out of this class?
- How did the Play Pump case study make you feel today? What course concepts or CLAs that you have been reflecting on this semester did you find yourself drawing on during your reading, group discussion, or class discussion of Play Pump? What were your most important take-aways from the exercise? (Note: I use a case study developed by undergraduate students working in the Social Impact Lab, but several studies of this international development project are available online).

USING THE ASSESSMENT TOOL

In all of their reflections, but most importantly in the pre- and post-course self-assessments, I look for evidence that students are being introspective and using the opportunity to extract meaning from the course. The 1-10 self-scoring system is for the students' use only; it focuses their attention on developing the list and thinking about their relationship to the CLAs on it. They create their own touchstones at the beginning of the course, so they can gauge where their own growth has occurred and understand that I do not grade them based on what scores they are giving themselves. Scoring themselves higher or lower on any CLA is meaningful, but the number they start or end with is not, except to the extent that they reflect on why, how, and how much movement occurred and how they feel about it.

The list of CLAs students choose and how it differs between the pre- and post- assessments helps me understand them individually and collectively as social changemakers. Movement of particular CLAs on and off the post- assessment list indicates where their priorities have shifted and new CLAs have entered their consciousness. This may happen because I have introduced previously unfamiliar concepts, such as systems thinking, or because students' experiences have provided them new insights in the work of social change.

When students identify growth or decline in a CLA or add one to their list, I ask them to identify, if possible, which course element(s) they associate with the movement. This is another opportunity for them to fortify their personal practice of connecting the dots between specific experiences and their personal growth. Their answers also give me an opportunity to identify "hot spots" in the course that are especially fertile ground for reflection and self-authorship. I use this information to test and amplify the effectiveness of moments throughout the course when I intentionally build course content around introducing intellectual, ethical, and emotional dissonance.

There is already much to learn from what the pre- and post-assessments reveal about many individuals' distinct perspectives and journeys through the course. My priority is to understand how students' articulation of those journeys reflects their self-authorship, what touchpoints are especially significant to them as learning moments along the way, and how I can learn from them as an educator to improve the experience of future students. It is still tempting to attach meaning to individual quotes from students, especially when they affirm my goals as a social change educator (see Figure 4.3). However, while I do not discount how these statements illuminate an individual student's experience, I intend to conduct a structured qualitative analysis to provide more objectivity to the meaning I draw from them.

FIGURE 4.3

Excerpts from Student Post-Course Assessments

"At the end of our discussion, you asked me whether I had been exposed to or had to utilize this kind of thinking before, and it was then that it really hit me how different this was from all of the learning that I had done previously, how much of a shift it took to get to this point, and how it really can be such a valuable framework for so many other situations. I

know this is a part of this class that I will take with me for a long, long time and even in the short term, I think the main way that I can continue to improve in this area and feel more comfortable with my new self-score is if I am able to translate it to areas outside of our classroom, whether it be my personal life, work, or somewhere else.”

“Through the systems mapping project and working with my group, I learned how to look past the surface of an issue and deconstruct its complexity. As a visual and experiential learner, it helped when my group mates painted a picture of a situation to better illustrate a connection they made that I was slow to see. As a result, I got better at seeing and understanding connections before they had to explain it to me.”

“I scored myself significantly higher on resourcefulness because I found the RISE framework, the Giving Common, the RFP, and evaluation worksheet really lead to a thorough analysis and I feel like I can approach a body of information and extract what is important much better now. I generally scored myself slightly higher given that the readings and discussions in class offered me insight into complex problems, and I now feel more confident to approach the nonprofit or social justice field.”

“At first, I really struggled with the reflection prompts because I felt like I still had so many questions but over time, I learned that these questions are a part of the process. Actual nonprofits go through the very same questions when addressing social issues and it is simply a part of learning and throughout this course, I became more and more resilient to uncertainty.”

“Introducing systems thinking into my life has really changed the way I view things on a daily basis in collaboration with other courses this semester. I’m really excited about having this skill because it is vital to the field I hope to work in.”

ADDITIONAL LESSONS LEARNED: FUN, CHALLENGES, AND SURPRISES

As a result of this journey, I feel more deeply connected to my students and to my teaching because it has helped me recognize my truth as a social change educator: I am far more valuable to my students as a facilitator of their learning experience than I am as an expert in my subject matter. My own CLAs, including the humility and curiosity to learn from my students and the flexibility to change how I teach, have allowed me to stop using reflection as a way for students to prove that I am doing a good job, and appreciate its power as a self-assessment tool for them and a means of holding myself accountable to the standards I set for myself as a social change educator. I am delighted to see them lower their scores, signaling that they are taking their self-assessment seriously, and to identify growth in CLAs such as negotiation that I previously did not recognize as such important learning opportunities in my course.

The shared language of CLAs has strengthened the sense of community in my course. Students now articulate their personal and shared experiences in course discussions and group assignments using

a common vocabulary that gives them permission to make meaning spontaneously, not just in their reflections.

PLANS FOR ITERATION

Over time, as the data set grows, quantitative analysis of the pre-and post-course assessments may identify trends related to specific CLAs, such as the frequency with which they appear on or are removed from the pre- and post-assessment lists and how students score themselves in relation to them. The challenge will be to identify what, if any meaningful lessons can be drawn from the aggregate of my students' personal journeys.

I am more interested in developing a methodologically sound research framework for understanding how and where students are actively engaging in self-authorship in their reflection process and tying it to their experience of intellectual, ethical, and emotional dissonance in the course. This will enable me to enhance those moments, develop more of them based on the characteristics that seem to make them effective, and share lessons with others who wish to introduce or refine experiential learning in their courses to support self-authorship.

We have begun laying the groundwork for this analysis in the Social Impact Lab by developing a research code book with input from students who have taken the class. Our goal will be to identify how and when students articulate their dissonant thoughts and feelings, which learning moments they attribute those thoughts and feelings to, and how they relate the feelings and learning moments to specific CLAs.

Since the driving force behind this effort has been my growth as well as my students', I have no doubt iteration will occur deliberately and organically. I am eager to apply the results of analyzing my students' self-assessments, but even more, I am looking forward to the organic cycle of continual growth and improvement this approach to assessment will afford them and me.

RECOMMENDATIONS FOR OTHERS

Giving myself the time and space to reflect deeply on my identity and values as an educator and embracing the support of my colleagues in CATLR as part of that process has transformed my teaching and allowed me to amplify the aspects I most value as a social changemaker. Many valuable lessons emerged from that journey, including the recognition that evaluation is as powerful a mechanism for holding myself accountable for the quality of the learning experience I provide my students as it is for assessing their progress. I found myself intuitively and intentionally drawing on several of the CLAs I hope my students will prioritize in their work as social changemakers, most notably introspection and the humility to keep learning and recognizing areas for growth. My recommendation for all social change educators is to carve out the time to reflect so we can immerse ourselves in the purpose of teaching, not just the tasks of it.



RECOMMENDED RESOURCES

In the process of developing this system, I learned from and had the opportunity to build upon the ideas of many incredible educators, including my colleagues at Northeastern University's Center for Advancing Teaching and Learning through Research (CATLR). My biggest recommendation is to take advantage of the educator support program at your university, if there is one, as well as the resources many of these programs make available online.

CATLR's Self-Authored Integrated Learning (<https://sail.northeastern.edu/>) has been central to my work, especially because it validates my focus on what are often called "soft skills," despite being the hardest to teach (n.d.c). These CATLR resources were excellent starting points for exploring the abundant literature on experiential learning and reflection.

- Introduction to Experiential Learning: <https://learning.northeastern.edu/introduction-to-experiential-learning>
- Integrating Reflection: <https://learning.northeastern.edu/integratingreflection>
- Prompts for Meaningful Reflection: <https://learning.northeastern.edu/prompts-for-meaningful-reflection>.

My thinking has also been heavily influenced by Marcia Baxtor Magolda's work, especially *Assessing Meaning Making and Self-Authorship--Theory, Research, and Application* (Baxtor Magolda & King, 2012).

SECTION III

Evaluation Across Course Sequences and Co-Curricular Pathways

Chapters in this section focus on conducting evaluation in course sequences and longer-term co-curricular experiences. Each of these chapters explores how to conduct evaluation to understand student growth over a series of learning experiences.

The section includes the following chapters:

CHAPTER 5: EVALUATION FOR UNDERSTANDING STUDENT GROWTH

by Jacen Greene and Abby Chroman at Portland State University

PSU's Social Innovation and Social Entrepreneurship Certificate program is designed as a series of four classes, each preparing students in different ways for the work of social innovation. In this chapter, Greene and Chroman offer an overview of the evaluation practices embedded across each course to understand student learning and experience over the certificate, as well as to inform certificate iteration. Their approach draws heavily on summative evaluation practices.

CHAPTER 6: EVALUATION FOR SOCIAL IMPACT: A THEORY OF CHANGE APPROACH

by Todd Thexton, Brian Belcher, Rachel Claus, and Rachel Davel at Royal Roads University

In order to build a strong changemaker foundation for their business programming, Royal Roads University underwent a comprehensive redesign of their learning outcomes, theory of change, and evaluation practices. In this chapter, authors detail how they approached this process. Of particular note is their work to assess new learning outcomes by drawing on existing data collection practices, instead of reinventing the wheel.

CHAPTER 7: EVALUATION FOR SEMESTER IN THE CITY: IMMERSIVE CHANGE-MAKER EDUCATION FOR FULL ACADEMIC CREDIT

by Sara Minard and Eric Schwarz at College for Social Innovation and Fiona Wilson at University of New Hampshire

In this chapter, authors offer a particularly comprehensive system for evaluating student learning and experience in the College for Social Innovation's semester-long internship program for academic credit. Drawing on many different types of evaluation, from formative, to implementive, to summative, CFSI's evaluation systems illustrates how to integrate different evaluation tools to produce actionable results for storytelling as well as iteration.

CHAPTER 5

Evaluation for Understanding Student Growth

BY JACEN GREENE

Director of Impact Entrepreneurs, School of Business, Portland State University

AND ABBY CHROMAN

Program Manager, School of Business, Portland State University

“In the same way that we work with students to align their personal purpose and values with their career or entrepreneurial goals, learning outcomes help courses and programs align with broader institutional values and goals.”

JACEN GREENE

Director of Impact Entrepreneurs

Portland State University

It can be challenging for social innovation instructors to assess individual student progress on change-maker skills through graded assignments and discussions alone, especially in online courses. Individual feedback is seldom self-reflective or detailed enough to be useful (see next page). So, how can we evaluate overall course progress or an individual student's growth in, for example, emotional and social intelligence?

“ Honestly, I wouldn’t change a thing. This is the most enjoyable course I’ve ever had.”

— Anonymous student feedback.

“ Literally the worst class I have ever taken across my entire educational journey.”

— Anonymous student feedback.

Self-reported confidence surveys may not work in isolation, but when coupled with traditional assessments and other tools, they can contribute to an overall picture of whether or not a course or program is achieving its goals in helping students develop changemaker skills and attributes. They certainly provide more information than the usual course evaluation or student satisfaction survey.

In 2014, one year after launching a new certificate in Social Innovation and Social Entrepreneurship, Portland State University (PSU) developed an ad hoc survey to determine how confident students were in applying changemaking skills they had learned in the new program. After a careful evaluation, it became clear that the survey was not providing actionable information in a rigorous manner. The original survey had not drawn on research in the field, was not constructed using common best practices, and had little peer review or input before it was put into use. In fact, most of the questions were the result of a single brainstorming session during a meeting. With support from Ashoka U, PSU started over and designed a new tool from scratch.

The intention of the new tool was to address the shortcomings of the original survey and to ultimately understand better how students engage with, progress through, and benefit from the certificate courses. This effort resulted in an online survey to measure self-reported changes in student confidence regarding specific changemaker attributes and skills. The survey is required at the beginning and end of three online social innovation courses, which can be taken either as individual electives or as core courses in the undergraduate/graduate Certificate in Social Innovation and Social Entrepreneurship.

The survey is coupled with several other evaluation tools. In the middle of each term, students are asked to complete an anonymous survey that asks about their perceptions regarding course format, content, and inclusion/representation. At the end of each term, students complete traditional course evaluation forms that focus on instructor effectiveness. After completing the entire certificate, students are asked to participate in a semi-structured one-on-one interview to discuss their experience and solicit feedback on program improvement.

In the Changemaker Survey, each question is linked to one of the 14 changemaker attributes identified by Rivers, Armellini, and Nie (2015). This list was chosen after an extensive literature review and

interviews with social innovation educators teaching similar courses and programs. Each of the 14 attributes is also linked to specific learning outcomes in the courses which use the survey. Although not every attribute is taught in each course, all questions are used so that a comparison can be made between changes in taught attributes and untaught attributes.

Question wording was designed based on similar surveys at other colleges and universities, best practices for research surveys, and with input from PSU School of Business faculty who have expertise in survey wording development. Specific verbs were chosen based on their prevalence in similar surveys and in research articles on changemaker skills and attributes.

Survey responses are not graded based on student achievement, but can be used to provide supplemental information on student progress and key areas for improvement. This is meant to encourage self-reflection and solicit more accurate responses. Responses can also be used to ascertain teaching effectiveness linked to specific learning outcomes and changemaker skills/attributes, rather than the course as a whole. To encourage participation, surveys are a required component of students' participation grade in each course.

THE TOOL AND METHODOLOGY

The measurement tool is a modular, online survey offered at the beginning and end of social innovation, social entrepreneurship, or social impact courses. Students are required to enter their name, so that changes during the same course or over multiple courses in the same program can be measured. Each question is linked to a specific changemaker attribute and allows a response on a five-point Likert scale from "strongly agree" to "strongly disagree."

FIGURE 5.1

Survey Wording and Linked Changemaker Attributes

Changemaker Attributes (Rivers, Armellini, and Nie, 2015)	Survey Questions
1. Self-Confidence	<i>N/A - derived from other answers.</i>
2. Perseverance	I am confident in my ability to adapt to changing circumstances.
3. Internal Locus of Control	I effectively set goals and track progress towards them without supervision.
4. Self-Awareness	I am willing to address my weaknesses and improve my strengths.

5. Action Orientation	I am comfortable taking action on my own initiative.
6. Innovation and Creativity	I am creative in coming up with new ideas.
7. Critical Thinking	a. I question my own assumptions and those of others. b. I find and evaluate information from a range of sources when working on a project.
8. Empathy	I seek to understand the perspectives of people different from me.
9. Reflective	I am open to receiving and acting on feedback from others.
10. Communication	I can effectively communicate using a variety of methods and tools.
11. Emotional and Social Intelligence	I usually manage my own emotions in constructive ways.
12. Problem Solving	When working to solve a problem, I carefully analyze it and critically evaluate different solutions.
13. Leader	I am confident in my ability to lead others.
14. Values-Driven	I am motivated by my personal values to help create a better world.

IMPLEMENTATION CASE STUDY

Overview

The survey was initially delivered in the Winter Term 2018 course, *Money Matters for Social Innovation*. The course covers business models for social innovation, including customer discovery, the Business Model Canvas, legal entities, risks, market sizing, funding sources, and financial forecasts. *Money Matters* is delivered entirely online and offered to both undergraduate and graduate students from various disciplines, as well as to non-students. The survey was a required activity and delivered through the course's primary online learning platform. Students completed the survey in weeks two and nine of the 10-week course.

The survey was delivered for the second time in the Spring Term 2018 course, *Storytelling and Impact Measurement*. The course covers both qualitative and quantitative aspects of communicating a venture's purpose and impact, through individual and organizational pitches, as well as through social

and environmental impact measurement. *Storytelling* followed the same format as the Winter Term course, offered online to a similar mix of students, and included the required survey in weeks two and nine of the 10-week course. Some, but not all, of the students participating in *Storytelling* had earlier completed *Money Matters*.

Findings

Survey results revealed patterns of student progress (or lack thereof) in specific changemaker attributes that weren't apparent from graded assignments or course discussions. This provided clear guidance for improvements in pedagogy and curriculum linked to attributes that were part of existing course learning outcomes, but that didn't show meaningful, positive change across student responses.

Only 11 of 32 students enrolled in *Money Matters* completed the survey twice, despite the fact that it was required as part of the participation grade. This indicated a need for individual reminders to students who failed to complete the survey twice, either directly or through a grading item that could be tracked separately from overall participation. The students who completed the survey both times also had high engagement in other aspects of the course and scored themselves highly in the surveys.

Most attributes taught in the course showed little change. There was a moderate improvement among students on the average "action orientation" attribute, and small improvements on the average "perseverance," "problem solving," and "leadership" attributes. "Critical thinking" showed a small average decline, particularly on the question asking about evaluating information from a range of sources, and "emotional and social intelligence" showed no average change, indicating areas that will require additional focus in future sections of *Money Matters*. "Perseverance," although not an explicit focus of the course, showed a small average improvement—perhaps a reflection of the workload, reported by students to be heavier than other School of Business courses.

In *Storytelling*, 20 out of 32 enrolled students completed the survey twice. The increased completion can be attributed in part to creating a separately graded participation requirement for the survey, and to sending reminders to both the entire course and individual students. Correlation between completion and high academic achievement was lower in *Storytelling* than in *Money Matters*.

Of the changemaker attributes taught in the course, "communication" showed a moderate average improvement. "Self-awareness" showed a small decline, and "leadership" and "reflection" both remained nearly unchanged, indicating a need for increased focus on both attributes in future sections. "Critical thinking" showed a small average improvement. Among the attributes not taught in the course, "innovation and creativity" showed a moderate average improvement, and "problem-solving" and "values-driven" showed small average improvements.

Lessons Learned

Ensuring high levels of student participation and finding a survey tool that enabled easy data collection and analysis were two major challenges. The tool initially selected for survey distribution and analysis

was integrated with the course learning platform, Desire2Learn, but was insufficient for calculating the value of responses and the changes in those values over time. Those values were collected and calculated manually for the surveys assessed in *Money Matters* and *Storytelling*. PSU migrated the survey to Google Forms for use in future courses, which improved reporting capability and created an easily replicable template which other campuses can tailor for their own courses or activities.

While the survey was designated in the syllabus as a required component of students' participation grade, *Money Matters* did not associate individual points with the activity nor did students receive a reminder to complete the survey. In that course, only 34% students completed the survey for a second time, so data was limited for assessment. In *Storytelling*, tracking individual participation in the survey, assigning points to student participation, and issuing individualized and general reminders to participate did improve participation, particularly for the second time the survey was assigned in that course, resulting in 63% of students participating fully in the survey.

While the data set was limited in both courses due to low participation in the survey, it does suggest that the courses were not effectively improving students' confidence in "critical thinking" or "emotional and social intelligence." Additionally, only small average improvements were reported on "perseverance," "problem solving," and "leadership." The survey results indicated those areas as priorities for improvement.

Plans for Use

Survey findings were used to adjust pedagogy and curriculum in both courses, with new discussion questions and readings, along with changes to assignments and assignment descriptions, to better foster student progress in skills that weren't being taught as effectively as assumed. In *Storytelling*, scores on "self-awareness," "leadership," and "reflection" all showed an improvement the next time the course was taught, with the biggest improvements in "self-awareness" and "leadership." This may simply be a result of a different student group, but other attributes showed similar gains as before, and the student response rate remained high.

The survey may be useful from a research perspective, since it enables longitudinal evaluation of individual student progress and could be linked to future career or entrepreneurship outcomes. For example, do students who show short-term growth in key changemaker attributes demonstrate better entrepreneurial outcomes than those who show consistent, but high, scores? We hope to work more closely with faculty conducting research in these areas to determine if the survey is applicable for research beyond course and program improvement.

SUGGESTIONS FOR ADAPTATION AND USE

The survey was designed to be easily adapted to social innovation programs across PSU or at other institutions, either offered in its entirety or used in a modular fashion. The Google Forms tool is free to use and available by request of the authors: please email jacen@pdx.edu or achroman@pdx.edu.

Linking questions to specific changemaker attributes allows administrators to reorganize or limit the questions based on specific learning outcomes or skills/attributes taught. Maintaining the current question wording also begins to enable comparison between different programs.

If the survey is adopted across multiple institutions, it could provide interesting data on the effectiveness of various approaches to teaching specific changemaker attributes. For example, do students show greater progress on self-reported “empathy” in field studies vs. online courses? What about in courses that provide service-learning projects vs. community-based learning? Questions like these will be more easily answerable.

On a smaller scale, longitudinal use of the survey will enable useful feedback on the result of changes to pedagogy or curriculum in specific courses. When a course is reviewed and updated to meet best practices of inclusive or universal design, do students show more progress against all changemaker attributes, or only some? Is that progress more visible among specific student demographics? Focusing on changemaker attributes enables more focused analysis than a simple survey of student satisfaction, instructor evaluations, or graded assessments.

We at PSU hope that educators at other institutions will adopt, adapt, and improve upon the survey, sharing their modifications and recommendations with each other. The goal is to contribute in a small way to ongoing progress in social innovation education, with the goal of enabling more students to recognize and achieve their potential as changemakers.



RECOMMENDED RESOURCES

A resource that we would recommend is:

- *Embedding Social Innovation and Social Impact Across the Disciplines: Identifying “Changemaker” Attributes* by Bethany Alden Rivers, Alejandro Armellini, and Ming Nie (2015)

CHAPTER 6

Evaluation for Social Impact: A Theory of Change Approach

BY TODD THEXTON

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“As a self-defined “impact” program, we want to know that we’re making a difference—that we’re doing the right things well. Our theory of change brought coherence to our impact strategy, and provided a foundation upon which we’ve begun to build a comprehensive evaluation framework.”

TODD THEXTON

Director, School of Business, Royal Roads University

I. INTRODUCTION

The Bachelor of Business Administration (BBA) in Business and Sustainability program at Royal Roads University (RRU) was designed, as the name might suggest, to make a difference in the world. Environmental sustainability and social justice are the program's key values and are built into every aspect of its curriculum and activities. We aspire to support students as they become leaders and changemakers for a better future.

Like many programs with ambitious goals, however, we're often confronted with many burning questions: are we achieving the impact to which we aspire? Are we allocating our resources to the activities that make the greatest difference? Are we implementing the *right* activities? Do our graduates leave with skills, abilities, and values they will need to influence their future workplaces and communities?

Evaluation can be a powerful tool for answering such questions. In 2017, the BBA steering committee collaborated with the Sustainability Research Effectiveness (SRE) research program to reach a shared and consistent understanding of the BBA program's theory of change (ToC). The ToC would ultimately lay the foundation for our evaluation strategy by making explicit the pathways and relationships the steering committee believed are necessary for achieving our impact.

Simply stated, a ToC describes the cause-and-effect relationships believed to link the activities of a program with the outcomes necessary to achieve the program's intended impact (Chen, 2005). Figure 6.1 illustrates the linkages between action and change in a simplified program ToC model.

FIG. 6.1

Components of a Theory of Change

Inputs → Activities → Outputs → Outcomes → Impacts

By specifying the nature of the relationships between activities, outputs, and outcomes, the ToC makes explicit a series of hypotheses underlying the program's impact pathways. This makes the model testable. Data collection and analysis activities can be designed for each hypothesis along an impact pathway.

The result is a comprehensive evaluation framework that enables the program to assess both:

- Process fidelity (the extent to which activities were implemented as designed and produced the planned outputs); and
- Intervening mechanisms (the extent to which activities and outputs produced the desired outcomes) (Chen 2005, as cited in Coryn, Noakes, Westine, & Schroter, 2011).

2. CONTEXT

Since its inception, the BBA program at RRU has explicitly defined itself as an *impact* program. Its mission extends beyond individual student outcomes to explicitly target broader social and environmental change as well. As such, the steering committee has a keen interest in understanding the difference the program is making in the world.

The SRE research program at RRU has undertaken groundbreaking work, applying theory-driven evaluation to assess and “improve the contributions that research makes to social change processes” (Sustainability Research Effectiveness, n.d., para. 1). Since 2013, the SRE team has “developed a conceptual framework, tools, and methods for assessing the quality and effectiveness of change-oriented research” (Sustainability Research Effectiveness, n.d., para. 2).

Institutionally, at RRU, there is considerable support for initiatives aimed at promoting social and environmental impact. RRU is an Ashoka U Changemaker Campus - a designation that recognizes the University’s commitment to promoting social innovation and changemaking in higher education (Ashoka U, n.d.).

With encouragement from the University’s Ashoka U Changemaker Campus designation, the BBA program and SRE team identified an opportunity for collaboration that would enlist the expertise of the SRE team to support the program to map its ToC and identify a corresponding evaluation strategy. Though the collaboration was confined to a single program at RRU, our intention was to pilot a demonstration project that might encourage other programs to follow a similar path.

Conceptual Overview

By specifying the nature of the relationships between activities, outputs, and outcomes, the ToC reveals the hypotheses that underlie each step along the program’s impact pathways. Those hypotheses may be based on established (“scientific”) theory. Alternately, the ToC process provides a forum and a mechanism through which program designers and key stakeholders surface and create consensus around their implicitly-held hypotheses related to the program and its impact.

By making those formal or informal hypotheses explicit, the ToC makes an important contribution to the development of an evaluation strategy. Since hypotheses are testable, the ToC identifies what to measure when evaluating a program’s effectiveness.

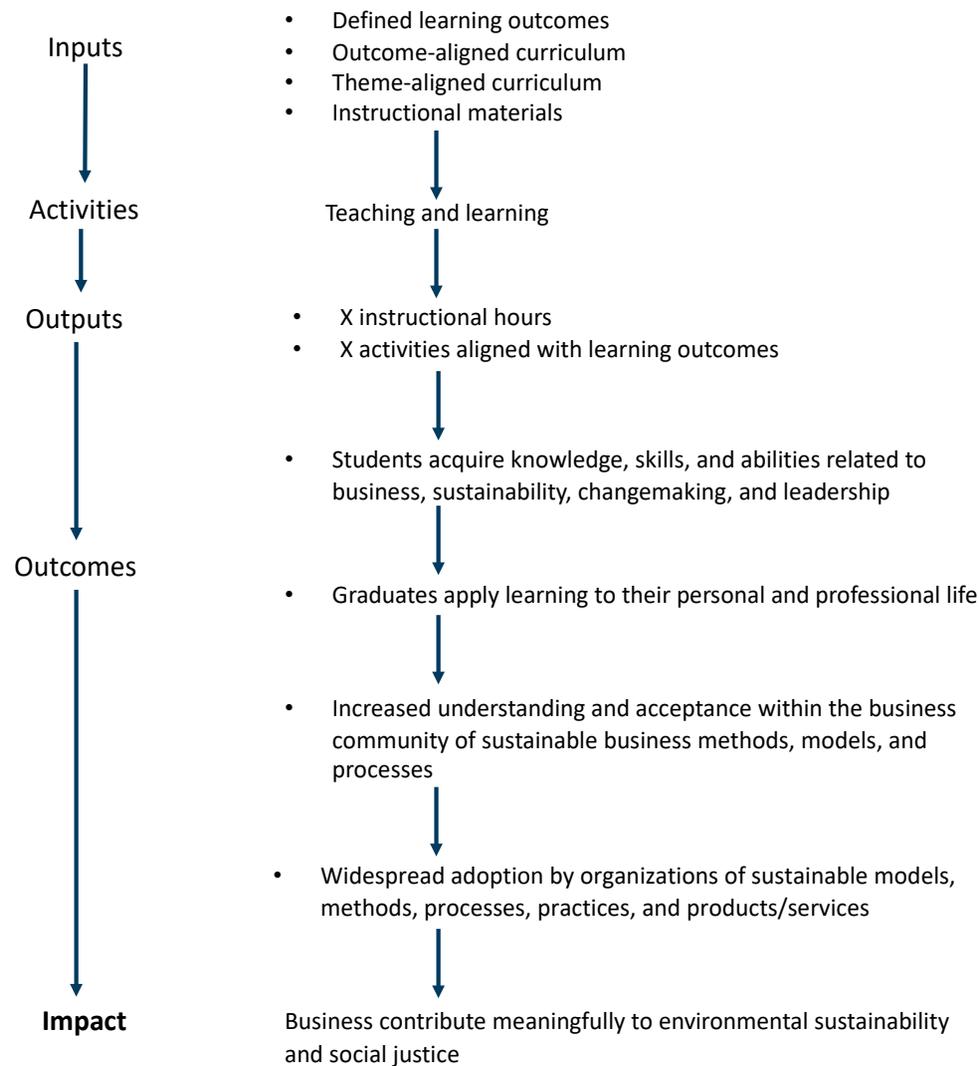
The key components of a ToC model include:

- Inputs: financial and human resources allocated to the program;
- Activities: actions conducted by the program;
- Outputs: goods and services that result from the activities;
- Outcomes: changes in knowledge, attitudes, skills, and relationships that manifest as changes in behavior during and after the program; and
- Impacts: changes in flow or state, resulting wholly or in part from the chain of events to which the program has contributed.

Figure 6.2 provides an example that links those key components within a cause-and-effect pathway.

FIGURE 6.2

Components of a Theory of Change

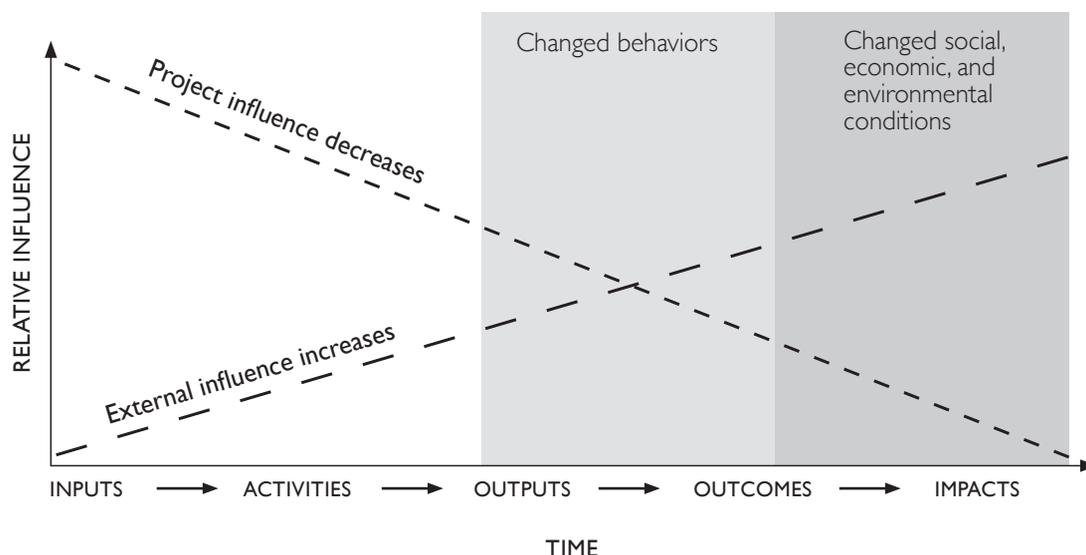


The “impacts” defined in the ToC typically refer to long-term changes that are mediated by processes and actors that are independent from the program and lie outside the program’s control. This has important implications for the ToC. As longer-term change processes move further beyond the program’s direct control, it becomes increasingly difficult to ensure intended outcomes occur, and if they do, to attribute them to program activities.

To help frame this thinking, Belcher, Claus, Davel, Jones, and Ramirez (2018) built on ideas from Earl, Carden, and Smutylo (2001) and Smutylo (2000) to describe how an intervention’s effect diminishes through three spheres of control, influence, and interest (see Figure 6.3).

FIGURE 6.3

Diminishing Project Influence



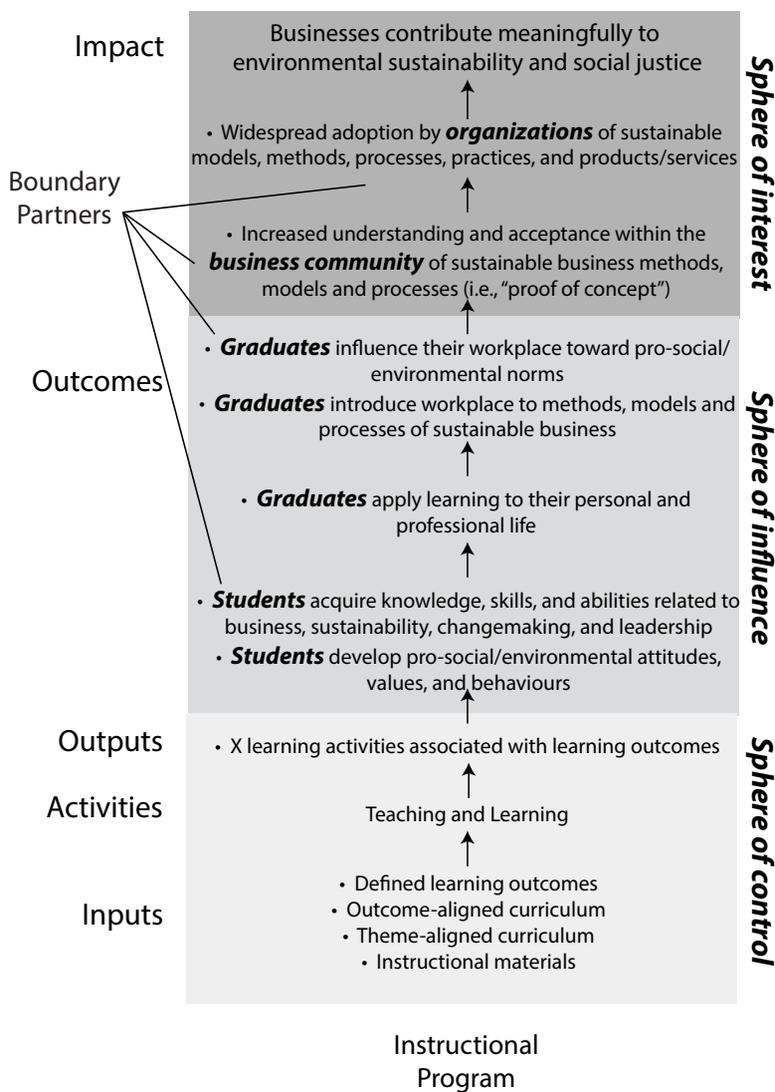
The sphere of control contains all activities and outputs that lie within the program’s scope and are determined directly by the program. This includes decisions regarding how to deploy resources, which activities to undertake, and what quantity and type of outputs to produce. The sphere of interest describes the high-level outcomes and impacts over which the program has no direct control or influence, but to which it nevertheless intends to make a meaningful contribution. Mediating between the spheres of control and interest is the sphere of influence. The actors or ‘boundary partners’ occupying this sphere are those who the program aims to support or enlist toward positive action. As a result of the program’s activities and/or outputs, these actors will be supported and empowered to act in ways that contribute toward common goals. Thus, while the cause-and-effect logic of the model might imply a linear relationship between the program’s activities and its ultimate impact, both the ToC and the evaluation framework derived from it must necessarily acknowledge the complex and emergent nature of change systems (Patton, 1997). This has two important implications.

First, changes in boundary partners’ knowledge, attitudes, skills, and relationships that manifest as behavioral changes are particularly important to identify. Since boundary partners are those with and through whom the program penetrates the sphere of influence, their hypothesized role in the impact pathway is critical to an evaluation of the program’s effectiveness.

Second, the set of hypotheses that comprise the ToC represent the necessary, but probably not the sufficient, conditions under which the intended impact is achieved. Evaluators must anticipate (and accept) that while a program *intends* to contribute toward an ultimate goal or impact, it cannot be held accountable for the achievement of those impacts.

Figure 6.4, from the BBA program's ToC, illustrates several of these key points. Within the sphere of control, the program uses the inputs at its disposal in activities designed to produce certain outputs to which the program's students are exposed. That exposure is intended to lead to students' achievement of the program's learning outcomes. Within its sphere of influence, the program becomes increasingly reliant on its graduates (as boundary partners) to enact those learning outcomes in their personal and professional lives—for example, through their informal influence over the values and practices of employer organizations. The program has an interest in, though very little influence over, how organizations influenced by our graduates contribute toward changing norms within the business community.

FIGURE 6.4
Control, Influence, and Interest



3. METHODOLOGY FOR CREATING A THEORY OF CHANGE

Stage 1: Preparing

As the facilitators, the SRE team began their process by gathering program artifacts (curriculum, learning outcomes, program descriptions, marketing materials, etc.) in order to: (1) gain a fundamental understanding of the BBA program and its key activities; and (2) formulate tentative hypotheses regarding the activities and intended immediate outcomes of the program. This orientation enabled the team to customize some of their guiding questions and prompts that would be used in their facilitation to ensure that questioning would be focused and relevant.

Stage 2: Convening

The SRE team used a stakeholder-implicit (Chen, 2005) approach to develop the program ToC. The research team convened a group of “primary users” who have a “principal role in decision making” (Christie and Alkin, 2003, p.375). The group included members of the program’s steering committee: the head of the academic program, the administrative manager, and four faculty members who teach and/or supervise teaching in the program and whose academic and research orientation aligns with the program’s sustainability theme. Patton (1997) suggests that the stakeholder-implicit approach fosters ownership over the process and findings of the evaluation and enhances buy-in by “reinforcing the intended utility of the evaluation” (p. 22). The involvement of key stakeholders with decision-making authority can also lead to greater utilization of the results (Christie & Alkin, 2003).

During the convening stage, the SRE team provided an orientation to program ToC and theory-based evaluation. The orientation gave the steering committee a stronger sense of what to expect from the process and what we would be working to achieve. Though we had the benefit of facilitators familiar with theory-based evaluation, a similar result could be enabled by a carefully selected group of readers on, and examples of, ToC (see Sustainability Research Effectiveness, 2018b).

Stage 3: Theory-making

The theory-making stage was comprised of two facilitated group processes in which the SRE team led the program steering committee through a series of guided questions intended to enable us to explore both the aspirational goals of the program and our beliefs (implicit theories) about how our program contributes to those goals.

The process involved both backward reasoning (focusing first on our impact goals and working backward toward activities) and forward reasoning (starting with our existing activities and conjecturing about their ultimate effect) (Chen, 2005). Figure 6.5 includes some guiding questions used to develop both lines of thinking.

FIGURE 6.5

Sample Questions for Backward and Forward Reasoning

Adapted from Sustainability Research Effectiveness (2019b).

Backward Reasoning		Forward Reasoning	
Purpose (intended impact)	What change do we aim to make a contribution to?	Activities/ Outputs	What kind of processes, tools, and strategies are currently in place? What activities are we currently implementing?
Longer-term outcomes	Who will do what differently as a result of the project, activities, or antecedent outcomes, and how will it contribute to the purpose or to other changes?		Who is involved in our activities, and how?
	What changes for them?		What immediate outcomes are accomplished through our activities?
	What will they do as a result?	Immediate outcomes	What changes to knowledge, skills, attitudes, and relationships are brought about by our activities?
	What is the reason (theory and assumption) for this change?		What additional changes are triggered?
	What further changes will be triggered?	Longer-term outcomes	What is the reason (theory and assumption) for this change?
Immediate outcomes	What knowledge, skills, attitudes, and relationships do we need to build to support the longer-term outcomes?		Who does what differently as a result of the project, activities, or antecedent outcomes?
	Activities/ Outputs		How do we accomplish the immediate outcomes?
Who do we need to involve and how?		What will they do as a result?	
What kind of processes, tools, and strategies are needed?		Purpose (intended impact)	What change does our program's longer-term outcomes ultimately contribute to?

Backward Reasoning

With backward reasoning, we began by focusing on our aspirations for the program and the impact that we would most like to achieve. Then, through backcasting, we identified first the outcomes and boundary partners that would need to be engaged to achieve the desired impact. Having determined outcomes, we then identified activities that would logically contribute to those outcomes.

Forward Reasoning

With forward reasoning, we considered the activities already underway in the program, specified which outcomes those activities were likely to produce, and which actors would be affected by those activities. In particular, we paid attention to determinants that are both influenced by our activities and linked to longer-term outcomes.

Facilitation Process

In actuality, the process was much more fluid. Though the guiding questions (see Figure 6.5) generally led the process, and though both backward and forward reasoning strategies were used, the facilitators were able to shift fluently between script and improvised probing, and between backward and forward reasoning. To facilitate idea generation, a brainstorming approach was encouraged (i.e., evaluation and judgment of ideas was suspended).

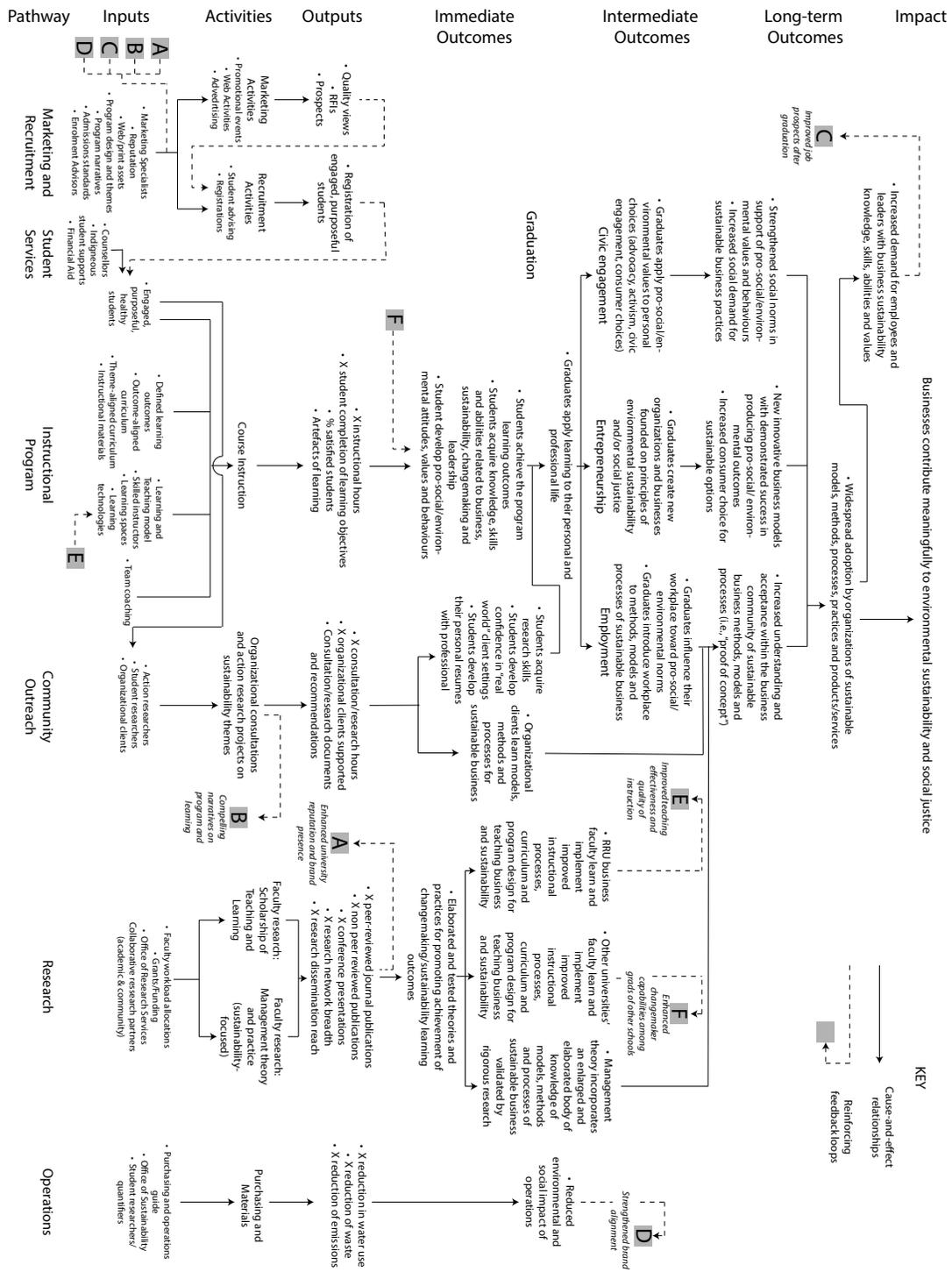
Facilitators recorded the ideas on sticky notes and roughly arranged them within a matrix in which rows represented the logical progression from activities (bottom row) to impact (upper row) and columns represented impact pathways (e.g. instruction, outreach, research).

The visual representation, further supported by the facilitators' probing questions, enabled the steering committee to edit and refine the model in two important ways: (1) by promoting identification of both missing links between activities and main determinants, as well as unproductive activities; and (2) by enabling us to identify recursive patterns, feedback loops, and co-determined impact pathways.

Following the initial workshop, the facilitators consolidated the information into the first draft of a comprehensive impact map that illustrated the linkages between and among activities, outcomes, and impacts. The map was accompanied by a narrative ToC that describes the causal logic of how the program's activities are expected to contribute to high-level outcomes and impacts. The draft was refined through three successive reviews until the final version was achieved (see Figure 6.6).

FIGURE 6.6

The BBA Theory of Change



Step 4: Measuring

Measurement is comprised of identifying or gathering the data needed to evaluate each of the underlying hypotheses in the ToC. Granted, this is a rather daunting task. The BBA ToC identified at least forty discrete hypotheses! For a small program, the prospect of designing forty data collection strategies was overwhelming. Rogers, Petrosino, Huebner, & Hacsí (2000) note that this is a common crisis point for small programs using the program theory-based evaluation approach.

As such, we adopted three principles to make the work more manageable and realistic:

1. We determined that in the early stages of implementation of the evaluation framework, primary focus would be placed on the measurement of the extent to which activities were implemented as intended, that they were implemented with sufficient quality, and that they produced the outputs desired. The ToC is a chain of cause-and-effect relationships. If the outputs of the program's activities are not achieved, then those outputs are not available to support higher level outcomes (e.g. achievement of learning outcomes, application of those learning outcomes in work or life).
2. Outcome hypotheses lying within the program's sphere of influence would be tested, where possible, using data already available. Like most universities, RRU generates a massive amount of data every year by various departments and business units.
3. We would not attempt to measure outcome hypotheses that lie at the outer reaches of the program's spheres of influence and interest. These outcomes are more prone to complexity, non-linearity, and environmental influences outside the control of the program. Given the resources available, we would be unable to develop a methodology robust enough to provide a reliable measure. As a compromise, researching the existing literature to corroborate the program's claims could be developed over time.

Evaluating hypotheses within the sphere of control

Inputs and outputs of core program activities are, perhaps, the easiest to measure since they are within the sphere of the program's control. The typical hypothesis at this level of evaluation reads something like: "activity X produces Y outputs using Z inputs".

As a simple example from our own BBA ToC, consider the activity "*teaching and learning*". Among the inputs are the program's learning outcomes, curricula that are explicitly articulated to those learning outcomes, skilled instructors, and engaged students. When deployed in the "*teaching and learning*" activity, these inputs produce measurable outputs, such as the total number of learning activities associated with each learning outcome.

Many of the variables in the activity-level hypotheses can be verified through simple audit processes or by counting. For example, on the input side, program materials can be audited in order to address these questions:

1. Has the program explicitly defined its learning outcomes?
2. Do course syllabi indicate which learning outcomes will be evaluated in each assignment?
3. Do instructors use grading rubrics based on the learning outcomes to ensure that grades reflect the students' level of achievement of those outcomes?

Answers to questions such as these can also help to evaluate the quality of inputs deployed in each activity and establish goals for quality improvement.

On the output side, quantities can often be determined by counting, tallying, and/or summarizing. For example, if all assignments are articulated to the learning outcomes, then it is a simple (though tedious) matter of tallying up how many learning activities throughout the program were associated with each learning outcome.

The BBA program is a cohort-based program, meaning that all students follow the same courses and subjects. That makes evaluating the “*teaching and learning*” process significantly easier than it would be if students studied optional or elective courses customized to their own personal interests. A program that is not cohort-based might choose to base evaluation of its activity-level hypotheses on its core courses, rather than trying to include all possible electives.

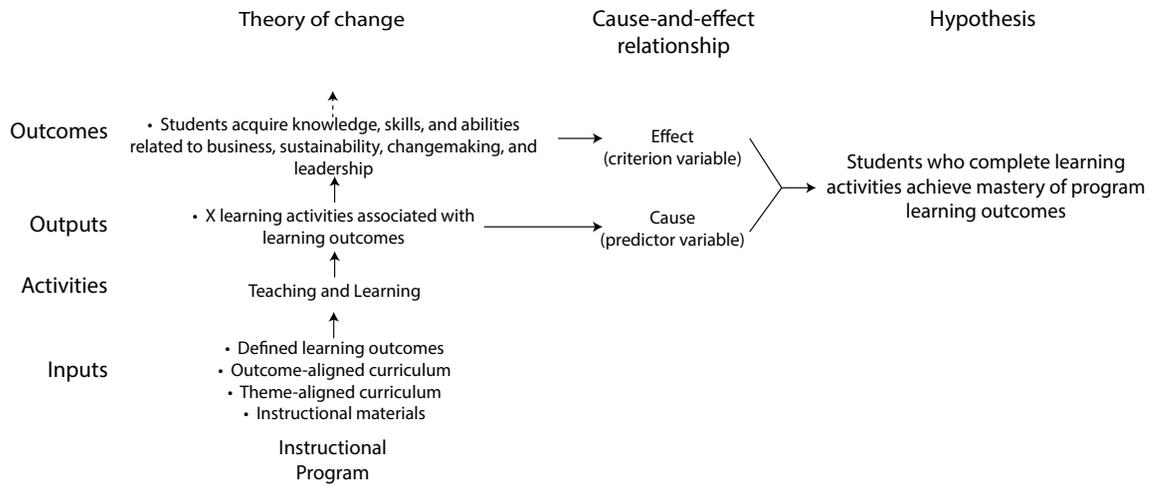
Evaluating hypotheses within the sphere of influence

Hypotheses within the sphere of influence link the outputs with related outcomes and predict the direction and magnitude of the effect. In an educational program, an outcome within the sphere of influence that many of us are familiar with is the learning outcome. Learning outcomes represent changes to knowledge, attitudes, skills, and relationships that are intended to lead to behaviors that will contribute toward higher-level outcomes.

In the BBA ToC, one cause-and-effect relationship links the output “*learning activities completed*” to the outcome “*student mastery of the program learning outcomes*” as such: “*students who complete all learning activities will achieve mastery of the program learning outcomes*” (see Figure 6.7).

FIGURE 6.7

Building Hypotheses from the ToC



Once each hypothesis has been made explicit, the next step involves identifying the indicators that can be used to assess progress. As noted, in our own evaluation strategy, we were largely dependent on data already generated at the university. As such, the process of matching existing data to the program's ToC required a clear understanding of both the kind of data needed to test the program hypotheses and awareness of what data already exists and where it can be found.

Figure 6.8 provides an example of matching data needs and availability for the previous example: “students who complete all learning activities will achieve mastery of the program learning outcomes”.

FIGURE 6.8

Matching Data Needs with Availability

Data needs	Data available	Observations
Indicators of students' mastery of program learning outcomes.	The university's Student Record System includes records of course and program grades for each student.	Student grades are useful only insofar as student assessment is based on the program learning outcomes.
	The BC Student Outcome survey includes students' self-reported assessment of their program's usefulness in helping them achieve certain learning outcomes.	As a governing body survey, the items included in the <i>learning outcomes</i> section of the BC Student Outcome survey reflect the governing body's priorities, which may not exactly coincide with the program's priorities.
	The Ashoka Canada 2018 Impact Evaluation Student Survey included students' self-reported assessment of their proficiency in a range of skills and attitudes related to changemaking.	As an external research project, the items included in the Ashoka Student Survey's <i>learning outcomes</i> section reflect the research sponsor's priorities, which may not exactly coincide with the program's priorities.

In our case, the task of developing the measurement/data strategy was delegated to the program head/school director. The program head participates in a range of activities including marketing and enrollment management, program evaluation and quality management, and faculty work planning. As such, the program head has access to a wide variety of data, and established relationships with many of the personnel at the university who gather or maintain data records.

If a program is unable to recruit to the ToC project team an academic administrator or other personnel with access to a broad range of data, then it will be necessary to establish working relationships with supporting departments and units. Figure 6.9 suggests some possible data sources found in typical university departments.

FIGURE 6.9

Possible Data Sources

<ul style="list-style-type: none">• Marketing department• Enrollment Management Services• Office of the Registrar• Student services• Student files	<ul style="list-style-type: none">• Course files• Office of Research Services• Human Resources• Finance departments• Scheduling office• Office of Sustainability	<ul style="list-style-type: none">• Program accountability reports• Accreditation or external review reports• Internal and external teaching and learning research conducted within the program
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Reliance on existing data to test the ToC hypotheses represents a compromise. In a typical research process, a methodology is specifically designed for each hypothesis, and the researcher ensures that the data gathered will be sufficient to fully evaluate the hypothesis.

However, when existing data is retrofitted for use in evaluating a hypothesis that it was not necessarily designed to test, the result is often a compromise between what is desirable and what is possible. The data used may be a weak proxy for the variable(s) of interest and may be more suggestive than conclusive.

As such, we felt it was necessary to incorporate a brief assessment of data quality to identify the strengths and weaknesses of each data source. This assessment serves two important functions:

1. It enables us to communicate the limitations in our evaluation to our stakeholders; and
2. It helps us identify long-term strategies for data development and improvement.

An example of the assessment can be found in Appendix B.

Evaluating hypotheses within the sphere of interest

It is beyond the capacity of most post-secondary programs to design primary research to reliably test hypotheses related to long-term outcomes and social impacts. Though impact hypotheses can be speculated upon in terms of causal logic and plausibility, as noted earlier, direct measurement will be made difficult due to exogenous factors and complexity.

For example, one of the BBA program's longer-term outcomes hypothesizes that BBA graduates, having developed pro-social/environmental attitudes and values along with changemaker capabilities, will influence their workplaces in a manner that increases those organizations' understanding, acceptance, and uptake of sustainable business norms and practices.

Though direct evaluation of this hypothesis is beyond the BBA program's capabilities, it is still possible

to corroborate the assumptions of this aspect of the program's ToC through other research strategies. To corroborate assumptions about BBA graduates' influence in their workplace, a literature review could address related research questions, such as: *what are the characteristics of informal leaders within an organization? What is the extent of the influence of informal leaders? What influences organizations to change their practices?*

At present, the BBA's more distal outcomes remain more a matter of faith than evidence. We have yet to begin exploring whether the literature confirms the assumptions underlying the longer-term program impacts. Nevertheless, we remain optimistic that as our other data gathering activities become increasingly routinized, we will have an opportunity to visit these questions in the future.

We compiled our data strategy using a modified version of the Evidence Table Template provided by the facilitators (Sustainability Research Effectiveness, 2018a). An example can be found in Appendix B.

4. USES

We initially engaged in the collaboration in order to develop an evaluation framework for the BBA Program. We have since identified key measures of our program performance and have begun collecting data as part of our annual program review process. Yet, unexpectedly, the greatest uses of our program ToC have not been evaluative; rather, they relate to planning and communication.

The program ToC has provided a framework with which we can determine the activities that are receiving the greatest attention and resources, and those that are more neglected. In addition, the impact map has enabled us to identify reinforcing feedback loops and activities that have the potential to exponentially accelerate program impact, which were of great interest to the steering committee.

In addition, the program ToC has become an important communication tool. We are able to provide new instructors and students with a clear picture of what we are trying to accomplish and how we are hoping to accomplish it. It supports the creation of common purpose among our program stakeholders.

These are consistent with benefits identified by other ToC researchers. Belcher et al. (2018), for example, note that ToC work can accomplish several useful objectives, such as:

1. Encouraging critical thinking, integration, and collective visioning among team members and collaborators;
2. Facilitating co-ownership of the program, and transparency and accountability for results;
3. Helping to identify and engage boundary partners; and
4. Understanding diverse roles in change processes.

5. FUN, CHALLENGES, AND SURPRISES

As a team, the program steering committee struggled, at first, to think big. It was challenging to identify a grand aspirational impact without, simultaneously, recognizing our limitations as a small undergraduate business program. Furthermore, as a group of academics, we were reluctant to make claims about impacts that we knew could not be supported by evidence. As a result, we seemed somewhat timid about linking our program to a bold far-reaching goal.

However, the facilitators reassured us that our intended impact is something to which we aspire to make a contribution, rather than something for which we—as a program—were accountable. Without the weight of accountability, we engaged more openly and freely in the process.

Once we solved the “thinking big” issue, the problem shifted from struggling to identify the causal pathways in our program ToC to one of seeing linkages everywhere. As a group comprised of creative faculty accustomed to systems thinking, building connections, and integrating ideas, the model quickly evolved from a skeletal map linking a few key activities and aspirational goals to a spaghetti-like map of causal pathways, feedback loops, synergistic connections, and co-determined outcomes.

The density of connections became so intense that the impact map became difficult to interpret. Ultimately, we would need to *de-complexify* our impact map to restore clarity and, for practical purposes, to make measurement more realistic.

The process of developing the program’s ToC was a rewarding experience. Among the steering committee, the development process invigorated our sense of purpose and facilitated a common understanding. It affirmed the important contribution that our program is striving to make in the world and strengthened our commitment.

6. PLANS FOR ITERATION AND ADVICE FOR OTHERS

We consider our program theory-based evaluation framework to be an iterative learning tool. It allows us to think methodically about our actions and intentions and provides a structure for decision-making. Our plan is to allow the program and its ToC to co-evolve over time.

Specifically, over the coming years, we will be focusing on the following:

1. Updating the ToC as the program evolves and our understanding of our effectiveness deepens; and
2. Building our evidence base by addressing research questions that delve deeper into the longer-term relationships in our ToC model (e.g. the extent to which changes in graduates’ knowledge, attitudes, skills, relationships, and behaviors acquired in the program influence the organizations where they work).

The ToC can provide a powerful framework upon which to build a comprehensive evaluation of program impacts. Though the level of detail and complexity of the model makes it seem rather formidable, a few guiding principles can ensure that the process is manageable:

1. Consider starting with a single impact pathway. For example, focus on “teaching and learning”, and add research and outreach impact pathways at a later time;
2. Build your data gathering protocols from the bottom up. Start with data that enables evaluation of processes (inputs, activities, and outputs). Once gathering process data has become routinized, expand data gathering to incorporate subsequent short- and long-term outcomes; and
3. Enlist personnel to your project team who are familiar with data already produced by the organization and who have direct access to the data and to the data sources.



RECOMMENDED RESOURCES

A few resources that I would recommend are:

- The *Sustainability Research Effectiveness* (2019a) website resources includes an overview of theory of change (focused on applications in research contexts), along with an annotated bibliography of resources (2018b), facilitating questions (2019b), and templates (2018a) to support those interested in developing their own theory of change. See <https://researcheffectiveness.ca/> for more information.
- The *Center for Theory of Change* (2019) website offers background information on, and examples of, theory of change. The website also includes links to web-based software for developing theories of change. See <https://www.theoryofchange.org/> for more information.
- The *BetterEvaluation* (n.d.) website's section on theory of change includes a straightforward overview of the process, along with tools and suggestions for developing and representing theories of change. See https://www.betterevaluation.org/en/rainbow_framework/define/develop_programme_theory for more information.

CHAPTER 7

Evaluation for Semester in the City: Immersive Changemaker Education for Full Academic Credit

BY: C. SARA MINARD

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ERIC SCHWARZ

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FIONA WILSON

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“In an immersive program like ours, with students from all majors and ages, with varying degrees of knowledge of social innovation, all coming to develop their skills as changemakers, our evaluation methods have to capture a very dynamic process of transformation for the whole student. Because our program combines 30+ hours per week of internship in a social innovation organization, combined with evening and Friday classes, professional development and reflection, as well as living in a city (for many for the first time) there are many potential interaction effects between their professional development, design-driven classroom learning, and independent living in community.”

SARA MINARD

*Chief Academic Officer
College for Social Innovation*

While a great deal of educational innovation has occurred over the last decade, the questions of how we truly inspire and develop changemakers in a holistic manner, and how we measure their learning, remain central. These were the motivating questions posed by social innovator, Eric Schwarz, when we began our journey in 2015 to advance transformative experiential learning in higher education.

Eric's personal story included a life-changing internship when he was 19 years old, in many ways the inspiration for College for Social Innovation (CFSI) and its Semester in the City (SITC) program. Across 25 years as a social entrepreneur at City Year and Citizen Schools, Eric had witnessed the power of well-crafted evaluation tools to drive program improvement as well as philanthropic investments. On the flip side, Eric had also learned from painful experience how hard it is to design evaluation systems that are appropriate to the program model, methodologically rigorous, and meaningfully connected to field-wide themes, questions, and challenges.

This chapter lays out the efforts of Eric and team, including the co-authors, to develop a new way to educate and inspire social innovators while simultaneously crafting an evaluation system – now comprising nine different tools – that is true to the program model, rigorous, and hopefully useful to the larger field.

BACKGROUND: SEMESTER IN THE CITY THEORY OF CHANGE AND ENGAGEMENT MODEL

The College for Social Innovation's 15-week Semester in the City (SITC) program is designed to embed a rigorous immersive educational experience directly into the college curriculum, helping undergraduate college students from all backgrounds and majors develop a prioritized set of "twenty-first century skills" that can support future academic as well as career success. The program is open to all students but is particularly focused on those seeking careers as changemakers - addressing some of humanity's toughest challenges - whether in non-profits, government organizations, or mission-driven businesses. Students relocate to Boston for a semester to participate in a 400-hour supported internship in the social impact sector and take related classes on Wednesdays and Fridays, while earning a full semester of academic credit at their home college.

Founded in 2015 and working in collaboration with a growing consortium of 13 university and college partners, CFSI is a non-profit with a mission to *educate and inspire the next generation of problem solvers for humanity's tough challenges*. The model's theory of change was informed by research from education and labor economist Richard Murnane, published in *Teaching The New Basic Skills*, (1996); business literature on the skills employers are looking for (Kay, n.d.); the higher education sector's "high-impact learning" literature (Kuh, 2008; Kinzie, n.d.; and others); social psychology research on self-efficacy and planned choice (Bandura, 1992; and others); Gallup research on career outcomes for college graduates; and dozens of interviews with college and social sector leaders (Gallup & Strata Education Network; 2018).

SITC's model has several pedagogical assumptions, namely the importance of a competency-based curriculum that is credit-bearing; the power of internships to solidify a student's experiential learning

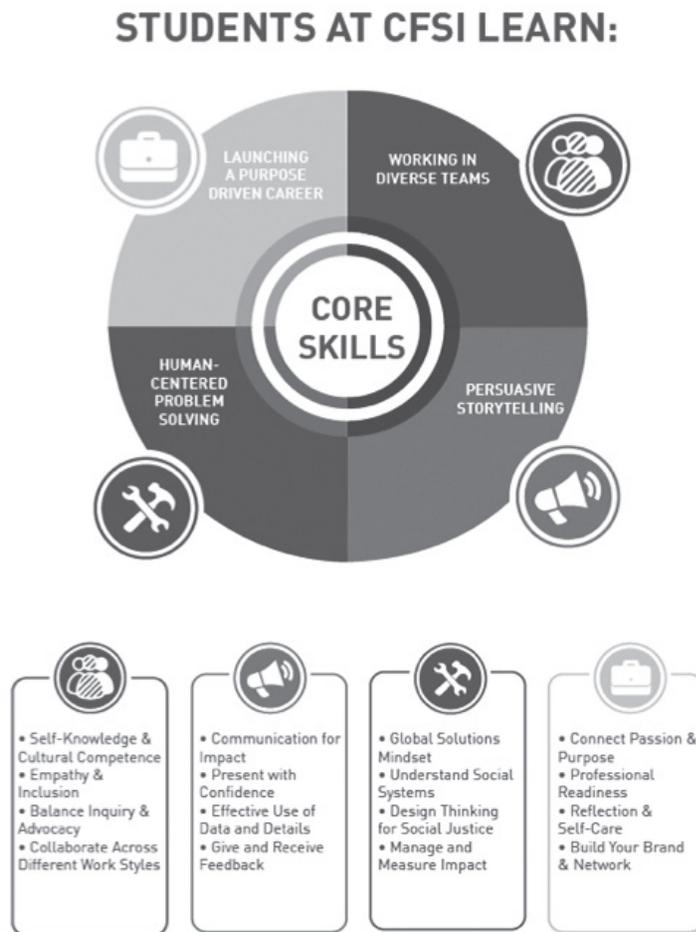
through practice; mentorship as a key component to effective learning from role models, getting reinforcement, and building professional networks; and regularized feedback and reflection, based on John Dewey's idea that only upon reflection does a student's experience become learning (1933).

Early on in the process of developing SITC, the four "C's" - Communication, Collaboration, Creativity, and Critical Thinking - were identified as core competency domains for all students, and particularly social changemakers and problem-solvers. Recognizing that our model, while intensive, was still only one semester, we worked to synthesize these broad competency domains. After months of participatory design and debate, we honed them into four core skill areas with related sub-skills:

1. Launching a purpose-driven career;
2. Working in diverse teams,
3. Persuasive storytelling, and
4. Human-centered problem solving.

CFSI is now at the end of a three-year pilot with data from 142 participants collected through nine different assessment tools, each focusing on these core skills and sub-skills as detailed in the graphic below. In this article we share the methods of assessment, early results, and questions we are wrestling with as we look to grow the program as an essential component of a four-year degree.

FIGURE 7.1
CFSI Core Skills



DESIGNING OUR SYSTEM FOR EVALUATION

A key question from the beginning was not just what to teach (and how to teach it) but also how to evaluate student learning. To help answer this question, Eric Schwarz, the Co-Founder and CEO of CFSI sought evaluation guidance from Liz Reisner, former president of Policy Studies Associates, Lance Potter of New Profit, Inc., Tony Siesfeld from Deloitte, Lisa Jackson, Co-Founder of CFSI, and Len Schlesinger, CFSI Board Member and former President of Babson College, and others. The goal was to draft a robust evaluation strategy to guide internal learning while also contributing to the experiential learning field and the dialogue on high-impact learning, service learning, and changemaker education.

Before and during the three-year pilot, nine different evaluative tools were developed and used for at least four of the six semesters the program has been offered. The tools, which are designed to be mutually reinforcing, include student self-assessments as well as assessments conducted by program

faculty, mentors, and home college faculty. Their implementation ranges from the first week of program until six months after completion. We hope these tools, many of which can be found at collegeforsocialinnovation.org, will be useful for other programs in the field of social innovation education and/or related areas. The tools are:

1. **Pre- and Post-semester assessment** in which students rate their own confidence in their abilities/assets in 34 specific areas grouped in eight overall skill clusters. This data provides a pre-program comparison for the abilities and assets students report having at the end of the program. The full pre- and post-semester assessment can be found in Appendix B.
2. **Mid-semester qualitative assessment** in which students openly share and discuss feedback on each aspect of the program (housing, food, health, transportation, community life, internships, academic courses, recruitment, overall student support). This data, collected through an interactive two-hour participatory workshop in week seven of the semester, has invested students in the continuous improvement process and yielded insights that have informed immediate and long-term changes to the program.
3. **Graded Skill-Based Assignments** in which students work on graded assignments with embedded skill and competency requirements. As an example, students in the Wednesday evening seminar complete an impact analysis, which involves creating a data visualization artifact to demonstrate their ability to gather, interpret, and explain social impact data from their internship for a wider audience (see the CFSI website for more information). Students complete a draft with several rounds of feedback from peers and faculty, and students who receive a B+ or better on their final submission (based on a rubric) are considered to have reached or exceeded initial proficiency in this skill.
4. **Competency ratings** in 20 changemaking areas given to students by their mentors at the mid-point and end of the semester: Mentors can range in age and position (from CEO/Founder to Program Manager) at the different non-profit host organizations where our Fellows are placed, and all receive training and support from CFSI. Mentors select ratings based on a four-level rubric to provide an external assessment of student skills at the end of the program as well as growth over the course of the semester.

Beyond incorporating ratings into student grades, the CFSI team had not otherwise utilized this data until recently. In May 2019 we reviewed evaluation results with faculty contacts at five partner colleges and they found us over-reliant on student self-assessments. When they learned we had evaluative ratings from mentors they implored us to make more use of the data, which we did starting the very next week.

5. **End-of-semester anonymous exit survey** asking students to assess their learning in various areas, such as growth in public speaking skills, networks, and confidence/self-efficacy. This provides a basic self-assessment of gains (if any) in priority areas and can be compared across semesters and with other assessments described here.

6. **End-of-semester ratings** of the Wednesday evening course (titled “Social Innovator’s Tool Box”) and the Friday course (titled “Becoming a Problem Solver”) and the internship (all syllabi are on the CFSI website). This mix of quantitative and qualitative feedback provides more balanced insights to the teaching team on how to improve our teaching methods of core skills and concepts.
7. **A net promoter survey** in which students are asked anonymously how likely they are on a 0-10 scale to recommend the program to a friend. Many leading businesses – and an increasing number of social impact organizations – rely on the Net Promoter Score as a leading indicator of customer satisfaction and an important part of a robust strategy for measuring organizational impact.
8. **An anonymous survey six months after graduation** from SITC in which students assess learning in various skill areas and other changes, such as growth in their network or sense of purpose and direction. With the benefit of time to reflect and to compare the learning experience at SITC with learning experiences before and after, this survey provides another important window into skill attainment and the perceived longer-term impact of the experience.
9. **Structured qualitative interviews of program graduates by advisers and faculty at their home colleges** the semester after they complete the program. In these interviews, college staff and faculty seek to better understand the long-term impact of the SITC experience on the student’s overall development.

Offered alone, each of these evaluation tools have significant limitations. Asking students to assess their own learning, for instance, is susceptible to bias. Assessments of students by mentors and program faculty, while providing useful outside perspective, lack a clear control group of students not participating in the program. That said, the power of our approach, we believe, is the weaving of the nine tools together, allowing us to examine clearly defined skills and learning goals from multiple perspectives and over time.

As an example, a key skill we are looking to build and to measure is networking. We hope to teach students how to network better and also to give students support to actually build a bigger network, widely known to be a key success factor for young professionals seeking their first (and subsequent) jobs. Given this goal, it is encouraging that 94 percent of students tell us in exit surveys that they have meaningfully built their networks during the program. Data from our follow up survey helps to us to understand longer term effects of such growth. In response to survey six months later, 88 percent of students tell us it is “true” or “very true” that “I have a larger network” because of the program. But what’s really revealing are the statistically significant increases in student self-assessment rating between the pre- and post-survey questions in response to statements like “I can explain the importance of two-way benefit in relationships. I seek opportunities to aid others. I say yes to requests for help when possible.” Further reinforcement comes from the fact that when mentors are asked to rate the ability of their student to “build and sustain their network,” the average “grade” given in this skill area is a 93 (A).

LEARNING FROM INITIAL OUTCOME DATA

The data we have collected so far is limited by the modest sample size of 142 students who participated in the pilot. Also we do not yet have meaningful data on career outcomes – a key long-term goal of the program. Nonetheless, data collected over the last six semesters, through the nine evaluation tools previously listed, provides strong initial evidence of the impact of a well-designed immersive learning program on student knowledge, skills, and self-efficacy. More than 90 percent of students say they have made meaningful gains in a range of areas, from “problem solving skills” (98 percent), to “persuasive storytelling” (97 percent), to “grew my network” (94 percent). Evidence of major gains is consistent in results from the different evaluation tools.

Data collected during the pilot, particularly qualitative feedback from students, has also informed continuous program improvement. As an example, the Wednesday evening seminar, The Social Innovator’s Tool Box, is now integrally connected to student internships based on feedback that the internship part of the program had previously been seen as too divorced from the classes. We are also looking to reduce the hours of homework connected to the classes, allowing rigor to emerge as students apply concepts covered in the classroom to the internship experience rather than adding more reading to what students already report is an intensive and challenging semester. Additionally, CFSI and its college partners have begun a learning community with a goal to transfer lessons learned from the CFSI research into teaching and learning strategies at the partner campuses.

Based on the quantitative and qualitative data collected through the nine evaluation tools, early evidence indicates students are making meaningful gains in three broad areas. With some tools such as the pre- and post-semester test of student competencies, we have assessed the statistical significance of findings using a “two-tailed t-test” and learned that on 32 of 34 questions gains are statistically significant at the 95% confidence level (College for Social Innovation, n.d.)

I. **Specific skills, including “Persuasive Storytelling” and “Human Centered Design”.**

At the end of the program, 97 percent of students reported meaningful gains in “storytelling for impact.” Mentors, when asked to rate students on their ability to “use stories to make messages memorable” and “to tell a compelling story and to deliver it confidently,” give an average grade of 91.2 percent at the end of the semester – up from an average grade of 89 percent at mid-semester. For more information on the storytelling curriculum, see the “Public Narrative Participant Guide” which was adapted from the works of Marshall Ganz of Harvard University and modified by Michele Rudy (n.d.)”

In the area of Human Centered Design, 91 percent of students said they made meaningful gains in design thinking skills while in the program, in part through a design challenge in which students work in teams to develop ideas that address social challenges they care about. CFSI’s pre- and post-semester competency assessment asked students to rate their own skills in four areas related to human-centered design, including creative confidence and the ability to frame a design challenge, create a project plan, and gather primary (end-user) and secondary (expert/literature) research to inform a new or improved social innovation (Willness & Bruni-Bossio,

2017). Students showed statistically significant gains (at a 95% confidence level) in each of the four competencies.

“Caitlin’s human centered design project made us realize that we needed to change our homelessness prevention strategy... What Caitlin learned and shared resulted in new partnerships with the Boston Public Schools, a new stream of funding, and the promise of better outcomes for kids.”

LARRY SEAMANS

Spring 2019 SITC Mentor; President, FamilyAid Boston;

- 2. Knowledge of the social impact sector and professional networks in the sector.** Six months after graduating from the program, 83 percent of students said it was “true” or “very true” that the program gave them “a better understanding of social problems” and an additional 15 percent said this was “somewhat true.” While in the program, mentors gave students an average grade of A (93%) on the criterion: “Fellow actively sought to increase their knowledge and understanding about social issues, particularly those addressed by the organization.” While students built their understanding of social change and the social impact sector in the program, they also built their networks and learned how to cultivate longer-term connections, with 94 percent in exit surveys saying they had meaningfully grown their networks. Looking back six months later, 88 percent of students said it was “true” or “very true” that “I have a larger network” because of the program and an additional 12 percent said it was “somewhat true.”

“SITC gave me the confidence to operate in a fast-paced, innovative business setting. I was introduced to immensely supportive and inspiring mentors who have helped to show me the extent of my abilities and a vast array of opportunities in the social sector.”

FALL 2017 FELLOW

- 3. Self-confidence, self-efficacy, and a clearer sense of purpose.** A variety of evaluation tools show growing student confidence and sense of purpose through the program, including statistically significant gains in student responses to a pre- and post-semester prompt: “I have clear goals for positive impact in the world. I know what steps I need to take in order to accomplish those goals.” Additionally, six months after graduating from the program, 87 percent of students say it is “true” or “very true” that “I have more self-confidence” because of the program and an additional 8 percent say it is “somewhat true.” Interviews with students indicate the program provides the exposure, independence, and experiences to develop a greater sense of direction and purpose. Structured interviews with more than 50 alumni of the program from University of New Hampshire indicate anecdotal evidence of the transformative nature of SITC,

particularly for students' growth in maturity and efficacy, self-knowledge, and more developed career goals and purpose.

“SITC has had an incredible impact on my ability to be assertive and take initiative in leadership roles! I am more confident in my skills, a better public speaker, and more comfortable with communicating my ideas.”

SPRING 2017 FELLOW

Looking Ahead

As CFSI and a growing network of college and university partners expand the SITC program, we seek to continuously improve the program through thoughtful reflections on the data we are collecting. And we are exploring new ways to evolve our evaluation methods, including more mixed-methods assessments that get behind the numbers into some of the qualitative descriptions. At the same time, we also aim to contribute to the dialogue in higher education and beyond on the impact of new and innovative models of experiential changemaker education, especially as our sample size grows exponentially over the next few years.

Some areas for future research include:

- The data above represent students from sophomore to senior year. While the current sample size does not allow reliable analysis by class standing, we are seeing very interesting anecdotal evidence of varied learning outcomes for these different student groups. While our founding assumption was that students would participate as upper classmen, approximately 40 percent of students have been sophomores. In some ways, many of these younger students have experienced a more profound transformative experience, especially in helping accelerate their confidence, skills, and sense of purpose earlier in their college careers. We plan to explore this dynamic with future research and larger sample sizes.
- On the belief that this type of experiential learning should be available to students regardless of income or background, CFSI has set (and exceeded) a target of 60 percent of participating students being students of color, low income, and/or first generation. While the sample size has not yet enabled analysis by these demographic groups, we are committed to ensure that SITC is fully inclusive of under-represented students and creates productive learning outcomes for all demographic groups who participate.
- Established literature in social psychology on planned behavior suggests that “perceived feasibility” (self-efficacy) and perceived desirability in a specific domain are key antecedents to a certain path (e.g. a career as a changemaker) (Bandura, 1993). We are interested in developing more sophisticated pre-post measures of these concepts and exploring the relationship with changemaker “intentions” – the likelihood that someone will, or does, pursue a career as a changemaker.
- Social innovation and systems change literature invites us to explore the idea of civic engagement and civic learning as a measure of social innovation education, testing the connection

between a student's knowledge of methods for collective action and the likelihood they engage in the public square, as a complement to the more individual-as-social-change-agent focus of social entrepreneurship literature (The National Task Force on Civic Learning and Democratic Engagement, 2012).

Additionally, our evaluation to date has also suggested some future program considerations:

- Further exploration of the transition into SITC and then back to a more traditional academic experience at the student's home college. How can students best be prepared to make the most of this intense immersive semester-long experience (significantly more demanding than a traditional on-campus academic semester) and how can they be supported in successfully transitioning back to campus and, ultimately, to work? In pursuing this line of inquiry, we need to recognize that one area where student gains are relatively modest according to our surveys is in impact of the program on later academic success. Six months after graduating from the program, 56 percent of respondents answer "true" or "very true" when asked if they are a better student because of their experience with SITC. An additional 35 percent said the statement was "somewhat true" and 10 percent said it was "not at all true". By comparison, 82 percent said it was "true" or "very true" that they were "better prepared to tackle humanity's tough challenges" while 17 percent said that was "somewhat true" and 1 percent said it was "not at all true". There is more work to do to support alumni of the program and to better design the process of re-entry from SITC back into a more traditional academic environment, including thinking about how alumni share their experiences with students and faculty.
- In a world where colleges are under increasing pressure to deliver post-college career results without saddling students with more debt – and without undermining broader purposes of higher education – how can CFSI demonstrate that its program can help colleges deliver high-impact learning and career outcomes at an affordable cost? Further, how can CFSI and its partners show the value of an intensive semester of experiential education as a powerful complement to a liberal arts or business education?

IMPLICATIONS FOR PRACTICE

We are eager to partner with the broader Ashoka U community and the larger community of experiential education practitioners and evaluators to harvest the most learning possible from our results to date (and results to come) and share our tools and insights however they may be helpful to others. While our evaluation tools are specific to our particular program, and the skills and competencies we prioritize, the general approach is broadly replicable. The tools described in the chapter have so far been used to assess the experiences of just 142 students in our initial pilot, but we believe they can also be used at a much larger scale and adapted by others.



RECOMMENDED RESOURCES

A few resources that we would recommend are:

- [High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter](#) by George D. Kuh (2008)
- *Public Narrative, Collective Action and Power* by Marshall Ganz (2011)
- *Public Narrative Participant Guide*, adapted from works by Marshall Ganz of Harvard University and modified by Michele Rudy (n.d.)
- *The Curriculum Innovation Canvas: A Design Thinking Framework for the Engaged Educational Entrepreneur* by Chelsea Willness and Vincent Bruni-Bossio (2017)

SECTION IV

Evaluation Across Institutions and Beyond

Chapters in this section focus on conducting evaluation across an institution or that across multiple institutions.

The purpose for and approach to larger-scale evaluation like this is often quite different than evaluation taking place at the classroom or program level. It is well suited to draw out broader trends in changemaker education, assess its systematic impact, inform iteration of institution-wide policy, and build a strong evidence base for the field. It is often critical to work closely with evaluation experts to make the most of such large-scale data collection and produce the most rigorous and actionable results.

The section includes the following chapters:

CHAPTER 8: EVALUATION FOR THE COMMON GOOD – A WHOLE INSTITUTION APPROACH TO CURRICULUM ENHANCEMENT

by Karen Campbell at Glasgow Caledonian University

For Glasgow Caledonian University, understanding whether and how changemaking has been incorporated across curricula at the institution is the first step to understanding the impact that changemaker education has for their students. In this chapter Campbell shares her approach to evaluating the efficacy of GCU's work to embed their changemaking focused Common Good curricula across academic and co-curricular offerings. Campbell draws on Appreciative Inquiry methodologies to conduct this implementation evaluation.

CHAPTER 9: EVALUATION FOR CHANGEMAKER EDUCATION ACROSS CANADIAN CHANGEMAKER CAMPUSES

by Victoria Abboud and Danica Straith at Ashoka Canada

There is growing evidence of the local effects that changemaker education can have, from student anecdotes about their co-curricular experiences to changemaker course outcome data. But because changemaker education manifests so differently from one campus to the next, less evidence of its systematic effects currently exists. With Mission Measurement's guidance, Ashoka U's Canada-based team facilitated a study of student changemaker outcomes across Canadian Changemaker Campuses. In this chapter, Ashoka U's Canada team shares their methodology for this outcomes evaluation approach and the results they found.

CHAPTER 10: EVALUATION FOR CHANGEMAKER STUDENT LEARNING

by Hattie Duplechain at Ashoka U and Julio Videras at Hamilton College

In this chapter, Ashoka U shares the methodology for and results of our 2016 study of student changemaker outcomes. Led by Dr. Julio Videras, the study draws on the Higher Education Research Institute's CIRP data from across three Changemaker Campuses to evaluate the relationship between changemaker learning experiences and student growth. This study offers an example of impact assessment methodology.

CHAPTER 8

Evaluation for the Common Good – A Whole Institution Approach to Curriculum Enhancement

BY: KAREN CAMPBELL

Research Fellow, Glasgow Caledonian University

“Appreciative Inquiry shifts the focus of the evaluation from, ‘What needs improving?’ to ‘What might be possible?’

From the changemaking perspective, using an AI evaluation methodology allows higher education institutions to move beyond traditional problem-centered methods to identify the best of what is (identifying and building on past achievements and existing strengths) and the possibilities of what could be.”

KAREN CAMPBELL

Research Fellow,

Glasgow Caledonian University

Here was our dilemma – which tool to select from the range available to evaluate our Common Good Curriculum. Glasgow Caledonian University (GCU) is the University for the Common Good. Our mission is to make a positive difference to the communities we serve. This ethos lies at the heart of all we do, especially in our social innovation teaching and research. At GCU our Common Good Attributes are institution wide learning outcomes recognized and supported across our programs and the wider student experience (Glasgow Caledonian University, n.d.a.). The purpose of the curriculum enhancement was to highlight these attributes in existing programs and to further embed attributes both within the curriculum and in co- and extra-curricular activities. Therefore, the immediate focus of my evaluation was not on student learning. Rather it was on evaluating an entire curriculum enhancement project. However, the long terms goal of this curriculum development was to enhance student learning and graduate outcomes. My task was to come up with the appropriate tool, one that would support us in this mission, and ‘sell’ it to the Steering Group before I undertook the evaluation work.

I found the answer in Appreciative Inquiry (AI). Instead of problematizing change, AI is a strengths-based approach of inquiry for organizational change. It is an ideal method to utilize for evaluation that needs to start when organizational development is itself at an early stage. AI also involves iteration. The method requires gathering data before, during, and after the process of change. Thus, the researcher has the opportunity to contribute to the organizational change being evaluated as it evolves. This is not standard practice in educational research and evaluation. Using the AI method turned out to be quite a different experience from some of the evaluation work I was used to as a researcher. Instead of looking at the student learning experience from the position of, “What needs improving”, the focus shifts to the more positive and engaging, “What might be possible.” More on this later.

A WHOLE INSTITUTION APPROACH

In many higher education institutions, the responsibility for encouraging a culture of social innovation within the curriculum lies with a specific unit or resource. In some cases this leads to social innovation becoming an isolated activity. As the University for the Common Good, what differentiates GCU is that social innovation lies at the heart of our institutional mission and permeates everything we do.

The learning experience at GCU is designed to ensure that our students develop the attributes needed to make a positive difference to the communities they serve, in addition to acquiring the knowledge, skills, and values associated with their particular professional or disciplinary areas. The attributes, represented in Figure 8.1, are 1) active and global citizenship, 2) responsible leadership, 3) entrepreneurial mindset, and 4) confidence. The attributes are defined in Appendix B.

FIGURE 8.1



CONTEXT

Determining a methodology for evaluating the University's approach to supporting, recognizing, and embedding the Common Good within the curriculum was the goal (Glasgow Caledonian University, n.d.a.). The term 'curriculum' in this sense refers to the totality of the GCU student learning experience, both formally within the taught curriculum and informally through co- and extra-curricular activities. The objective of the evaluation, and the reason the AI methodology was adopted, was to help to develop, adapt, and support the Common Good Curriculum and in so doing enhance student learning. We knew that the outcomes - our Common Good Attributes - were there within the curriculum. What we wanted to do was to highlight how we promote social innovation in our delivery in order to encourage a distinctive teaching and learning approach for the benefit of the student experience.

METHODOLOGY

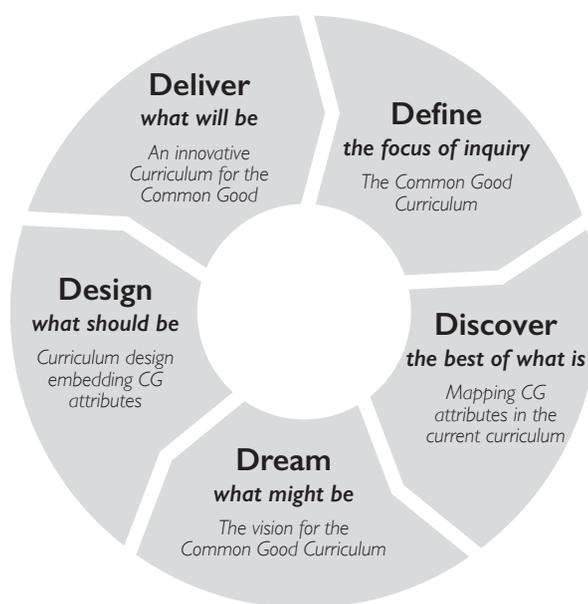
In an initial planning meeting, I asked a member of the University executive, "Who is responsible for implementing the Common Good Curriculum?" Her response was, "Everyone." It was vital that the methodology for evaluation also involved all stakeholders. The evaluation methodology needed to include faculty across the University with varying roles and responsibilities, the Students' Association, and students. The process was going to be challenging and time consuming. The benefit, however, was that the evaluation was going to be truly reflective of an institution-wide curriculum development process. All stakeholders were to be involved and their feedback would be included and acted upon in taking the enhancements forward for the benefit of the student learning experience.

Appreciative Inquiry is an assets-based approach from the field of organizational development first advanced by Cooperrider and Srivastva (1987). The approach investigates the positive experiences of study participants. I selected Appreciative Inquiry because of its potential, beyond simply assessment, to engage and inspire faculty and students by focusing on their own positive experiences. As participants provide examples and reflect on their own positive experiences, people are more likely to come up with fresh insights than if they are asked for abstract lists of principles (Cooperrider and Whitney, 2005).

Appreciative Inquiry applies a '5D' cycle with the following phases: Define; Discover; Dream; Design; and Deliver. Figure 8.2 demonstrates how the AI process was applied to evaluate the Common Good Curriculum.

FIGURE 8.2

The Appreciative Inquiry model applied to the Common Good Curriculum



Adapted from Hammond, 2013.

While the focus of the evaluation was driven by the AI imperative to interview stakeholders in order to generate examples of good practice, the more summative aspect of the evaluation involved a review of policies, plans, and institutional strategies which were designed to support the Common Good Curriculum. We were guided by the general principles of the AI methodology as follows:

- The researcher is involved in the evaluation from the onset of the project;
- The approach is affirmative with its focus on the future;
- All stakeholders are part of the evaluation process;
- It is a collaborative and participative approach to identify good practice, consider improvements, and generate creative ideas;
- The evaluation is in itself part of the innovation as its results feed into the development of the goal.

The 5D model, along with these principles, informed the following key steps of the evaluation journey.

1. Review of policies, plans, strategies, processes, and systems created during the Common Good design phase to reach the vision or 'dream'.
2. Review of the resources allocated for particular activities.
3. Identify the key stakeholders – they must represent all parts of the institution and at all levels.

For GCU, stakeholders included members of the senior executive team; the Ashoka U Change Team and Change Leaders, the Common Good Steering Group, and the Common Good Operational Group; colleagues across the University responsible for implementing the pilot; representatives from Academic Quality and Development, Careers, and the Yunus Centre (GCU's social innovation hub); Academic Development, Learning, Teaching, and Quality leads and teaching faculty from each of the three academic Schools; the Students' Association and students.

4. Interviews with stakeholders to evolve examples and case studies with a focus on what is working rather than what is not.

INSTRUMENTS

Feedback from key stakeholders was collected at each stage of the AI cycle. Questions were constructed to elicit examples and case studies about what was currently working within the curriculum and ideas for change and enhancement. In other words, inquiry was designed to explore how the Common Good Attributes are embedded in what we teach, how we teach, and to identify any gaps for development. The data collection process included faculty and student interviews, student focus groups, and online student surveys. As the AI interview schedule was designed to reflect the different phases of the AI cycle, interviewees were asked different questions at different stages of the process. Questions included the following:

Definition Stage:

- What is the rationale for the Common Good Curriculum?
- How is it conceptualized?

Discovery Stage

- How is the Common Good Curriculum operationalized?
- What's happening that makes it successful?

Dream Stage

- Imagine it is three years into the future and the Common Good Curriculum is just as you would want it to be. What does that look like?

Design Stage

- What's going to take us from where we are now to that goal/end point?

Delivery Stage

- How will we know we've got there? When we've reached the goal?

THE MODEL IN ACTION

A flavor of the questions used and the kind of evidence gathered via the AI interview process is provided below according to each stage of the development. A complete list of questions can be found in Appendix B.

AI stage, description, and exemplar questions	Focus of the inquiry and examples of evidence
<p>Definition – what is the focus of the inquiry</p> <p>How is the Common Good Curriculum conceptualized?</p> <p>What do you value most about the Common Good Curriculum?</p>	<p>The Common Good Curriculum</p> <p>“The rationale is to remain true to and advance the institution’s Common Good mission into the core activities of the university – both within and alongside the taught curriculum.”</p> <p>“It aligns with our membership of the Ashoka U global network where colleges and universities are encouraged to foster a campus-wide culture of social innovation.”</p> <p>“It’s a curriculum that not only has a transformative impact on our students but also goes one step further - it enables students to have a positive influence on the lives of others. Thus we need to critically review our curriculum to assess to what extent we are supporting our students to gain Common Good Attributes.”</p>

<p>Discovery – the best of what is</p> <p>What are the core factors that make this curriculum function at its best, when it feels like the aims are being achieved?</p>	<p>Mapping social innovation in the current curriculum</p> <p>“We have numerous examples of social innovation work within both the taught curriculum and co-curricular offerings. There’s the Employability, Enterprise, and Entrepreneurship’s core modules which run through years one, two, and three in the Business School, for example.”</p> <p>“In the School of Health, there’s the inter-professional module which also runs through each level of the program. Students are challenged to work in a diverse range of healthcare areas with a diverse range of service users and carers. Some students each year choose to undertake their elective in an emerging world nation allowing them to share their skills with other cultures and societies.”</p> <p>“At the co-curricular level, the Law Clinic is just one example - a student-led initiative that provides free and confidential legal advice and assistance to individuals within Greater Glasgow who do not qualify for legal aid and cannot afford professional legal advice.”</p> <p>“The Phelophepa train project involves students volunteering to work on a healthcare train in South Africa for two weeks during the summer. Optometry and Orthoptic students join a team of full-time professionals on the train’s eye clinics. During their placement, students provide eye care under supervision to patients in rural areas of South Africa.”</p>
<p>Dream - what might be</p> <p>Imagine it is three years into the future and the Common Good Curriculum is as you would want it to be. What does this look like?</p>	<p>The vision for the Common Good Curriculum</p> <p>“Each and every student coming here should have the opportunity to develop both discipline-specific skills and knowledge as well as the opportunity to be part of something bigger. They will know this before they come. They will know how they are developing the Common Good Attributes because these will be explicit within their degree programs and they will all be working towards achieving recognition for Common Good opportunities in the co- and extra-curricular spheres.”</p>

<p>Design – what should be</p> <p>What is going to take us from where we are now to where we want to be?</p>	<p>Curricular/co-curricular design embedding social innovation</p> <p>“We need to ‘ramp up’ all of the great work we’re doing in both the taught curriculum and the co- and extra-curricular opportunities to move forward so that we are capitalizing on what it means to be the University for the Common Good.”</p> <p>“We should have a Common Good Award for students who go the extra mile in volunteering, for example.”</p> <p>“We should celebrate students’ social innovation achievements at a graduate fair.”</p> <p>“We could spread the word about social innovation in the curriculum using digital stories.”</p>
<p>Destiny/Delivery – what will be</p> <p>What will the outcomes be i.e. how will we know when we have achieved the goal?</p>	<p>An innovative Curriculum for the Common Good</p> <p>“Employers will recognize these attributes in our graduates and will seek out our graduates on this basis. And our students will have the opportunity to contribute to something bigger within the community, whether that is at a local, national, or global level and will have recognition for this.”</p>

USES

Appreciative Inquiry can be used wherever the desired outcome is that of transformational change. AI can be used by individuals, teams, or organizations. Its purpose is to help individuals and organizations move toward a shared vision for the future. This is achieved by engaging all stakeholders in strategic innovation. From the chagemaking perspective, using an AI evaluation methodology allows higher education institutions to move beyond traditional problem-centered methods to identify the best of what is (identifying and building on past achievements and existing strengths) and the possibilities of what could be (building a shared vision for the future and a plan to achieve that vision) (Ashford and Patkar, 2001).

The premise of AI is that whatever one desires to have more of already exists within organizations. As a Changemaker Campus we were able to identify our Common Good Attributes within both the taught and co- and extra-curricular areas and focus on these to generate more of the same. Thus, if we were able to identify where and how our attributes were being taught and assessed within the curriculum, we could work to generate more examples of these. The student learning experience is thus enhanced as learners have more opportunities to become active global citizens, confident, responsible leaders, and entrepreneurial in their thinking. These attributes allow their creativity to develop to become social innovators and changemakers. The power of AI is that it initiates collaborations to identify opportunities and design activities that all stakeholders are willing to commit to and take action around. Appreciative

Inquiry enhanced our institution's capacity for positive change. AI gave us the experience of personal and collective power for the good of the organization and the wider community we serve.

FUN, CHALLENGES, AND SURPRISES

One challenge early on in the evaluation process was convincing some members of the Steering Group of the validity of the AI approach. Some felt that it was a little 'touchy feely' and too focused on the positives. They were concerned about the possibility of ignoring or repressing potentially important and meaningful conversations that needed to take place. They were won over, however, when I mapped the areas we would be looking at from an organizational point of view onto the 5D cycle. This illustration demonstrated the potential power of the model in getting us from where we were to where we needed to be. The AI model could help faculty and students create an imagined future for their institution.

Another surprise was in the experience of implementing the AI approach. More often than not the researcher involved in evaluation comes in at the end of a development to assess to what extent the program under consideration has worked or not by discussing the problems, issues, and challenges associated with it as well as what worked. Instead, AI is a co-operative, co-evolutionary search for best practices and ideas to take an organization forward. This means that both the researcher and those who take part in the inquiry are more likely to be engaged in the process and find it a useful, enjoyable, and rewarding experience. The result is that all parties feel ownership of the development as well as the process of the inquiry, and the data gathered as a result is richer than it might otherwise have been.

In the course of carrying out institutional research, researchers rarely get the chance to interview senior members of faculty. Using AI meant that I was able to meet and interview a significant number of faculty members across the institution – some of whom I had never met. This was not just useful for the outcomes; it was a different, more interesting experience for me. I enjoyed the process because people were excited to be involved, we learned a lot through the process, and the results were actionable.

Based on this experience, others getting started with evaluation would do well to consider the merits of the AI model, especially in terms of its applicability to the evaluation of a whole institution approach to curricular development at both taught and co-curricular levels.

PLANS FOR ITERATION

The Common Good Curriculum is a long-term development which requires ongoing monitoring and evaluation to ensure that its aims are being met. It is a generative process which will evolve through practice. The associated research on the efficacy of the development is likewise ongoing. Thus, it is not possible to report the full impact of the development yet. Phase one of the evaluation concentrated on an analysis of strategic documents and the views of cross-university members of academic staff. Outcomes from phase one have demonstrated that our students develop Common Good Attributes through what and how we teach: providing a learning experience that is active, collaborative,

challenging, and authentic. Examples highlighted from the evaluation thus far validate the efficacy of the Common Good Curriculum and its impact on student learning. Examples show that our students are developing new ideas and are engaged in activities that address societal challenges on a local, national, and global scale.

The second phase of evaluation will address the views of the student body. This will ascertain whether there is any tension between the University's sense of mission and students' experience of the Common Good Curriculum. Part of this phase of evaluation will focus on providing a baseline of student engagement with the Common Good Curriculum and their understanding of the Common Good Attributes. This will allow for measurement of student engagement over time, to inform further development work.

ADVICE FOR OTHERS

In designing your AI questions, bear in mind three of the key principles of the model:

1. **The positive principle:** The momentum for change requires a large amount of positivity. Amplifying positivity by asking the right questions stimulates momentum.
2. **The anticipatory principle:** Images of what the future could look like inspires individuals to take action to develop in that image.
3. **The simultaneity principle:** Inquiry is intervention. Asking questions begins change (Cooperrider & Srivastva, 1987).



RECOMMENDED RESOURCES

A few resources that I would recommend are:

- *Appreciative Inquiry in Organizational Life* by David L. Cooperrider and Suresh Srivastva (1987)
- *Appreciative Inquiry: A Revolution in Change* by David L. Cooperrider and Diana Whitney (2005).
- *The Thin Book of Appreciative Inquiry* by Sue Annis Hammond (2013)

CHAPTER 9

Evaluation for Changemaker Education Across Canadian Changemaker Campuses

BY: VICTORIA ABBOUD

Director of Changemaker Education, Ashoka Canada

AND DANICA STRAITH

Director of Venture and Strategic Partnerships, Ashoka Canada

“Impact evaluation is a necessary evolution in the social sector. It provides concrete evidence that bestows credibility. And with that credibility, you can step into the driver’s seat for your organization.”

DANICA STRAITH,

*Director of Venture and Strategic Partnerships;
Former Director of Changemaker Education,
Ashoka Canada*

When asked why Ashoka Canada launched their evaluation of changemaker education, Director of Venture and Strategic Partnerships Danica Straith explains, “We ran into a lot of ‘ands’ and ‘buts’ when we were describing our impact. When we focused on student outcomes, our indirect impact, people would perceive student learning to be where we intervened. And when we talked about institutional

change work, people's eyes rolled to the back of their heads. They couldn't connect to that work, they didn't understand how it affected students, faculty and staff, and communities. So we were constantly chasing our tails."

For us at Ashoka Canada, the impact of changemaker education has always been clear because we see it in the work our Changemaker Campuses do every day. But for those who are not walking alongside campus partners, who do not participate in the intricacies of changemaker education, the impact of changemaker education is not always immediately apparent.

In 2017, Ashoka Canada launched a study of student changemaker outcomes and institutional change processes across our Changemaker Campuses in partnership with Mission Measurement. Mission Measurement is an organization that seeks to "solve the world's most intractable social problems using data." They offer advising and measurement services across sectors focused on how to measure and enhance social impact (Mission Measurement, n.d.).

Through this initiative, we hoped to accomplish two things in particular. First, we hoped to deepen our understanding of the impact we see across Changemaker Campuses to determine whether this anecdotal evidence was pointing to systematic impact. Second, we hoped to produce results that would clearly and rigorously illustrate this impact for our partners – from campuses to community members to funders.

The study took place over eight months, from fall 2017 through spring 2018. And while the process was both intense and challenging, the results revolutionized how we approach our work.

Understanding the relationship between Ashoka and Ashoka Country Offices:

Ashoka is a global organization, with its headquarters in Arlington, Virginia as well as offices in countries around the world. Ashoka Canada is Ashoka's country office with bases in Toronto and Montreal, Canada. This office leads all Ashoka initiatives for the country of Canada, including Ashoka U's work with Canadian colleges and universities.

MEASURING IN CONTEXT

When we embarked on our evaluation initiative with Mission Measurement, we already had a number of assessment processes in place. Processes included the Changemaker Campus Selection process, designed to assess the impact of a campus's changemaker initiatives on students, communities, and campus systems, as well as feedback cycles to understand the effects of our own work. Still, there were a few aspects of the work that were not captured by existing processes:

- *Shared Impact Across Changemaker Campuses:* Our existing assessment practices helped us to understand a campus's work in isolation. However, our evaluation practices had not been designed to capture the collective impact that campuses achieve by working together.

- *Ashoka U's Indirect Impact:* We had evaluation practices illustrating how Ashoka U's work impacted our direct partners, Changemaker Campus leaders, and other practices illustrating how campuses' work impacted their students and communities, but no existing practices explored both together; in others words, Ashoka U's indirect effects on broader campus communities.

We realized that we could better communicate the story of Ashoka U's work if we could speak to systemic impact across our partnerships and how our efforts contributed to that impact.

Curious to learn more Ashoka U's Changemaker Campus network before diving into more about evaluation across our campuses? Please visit ashokau.org/changemakercampus/.



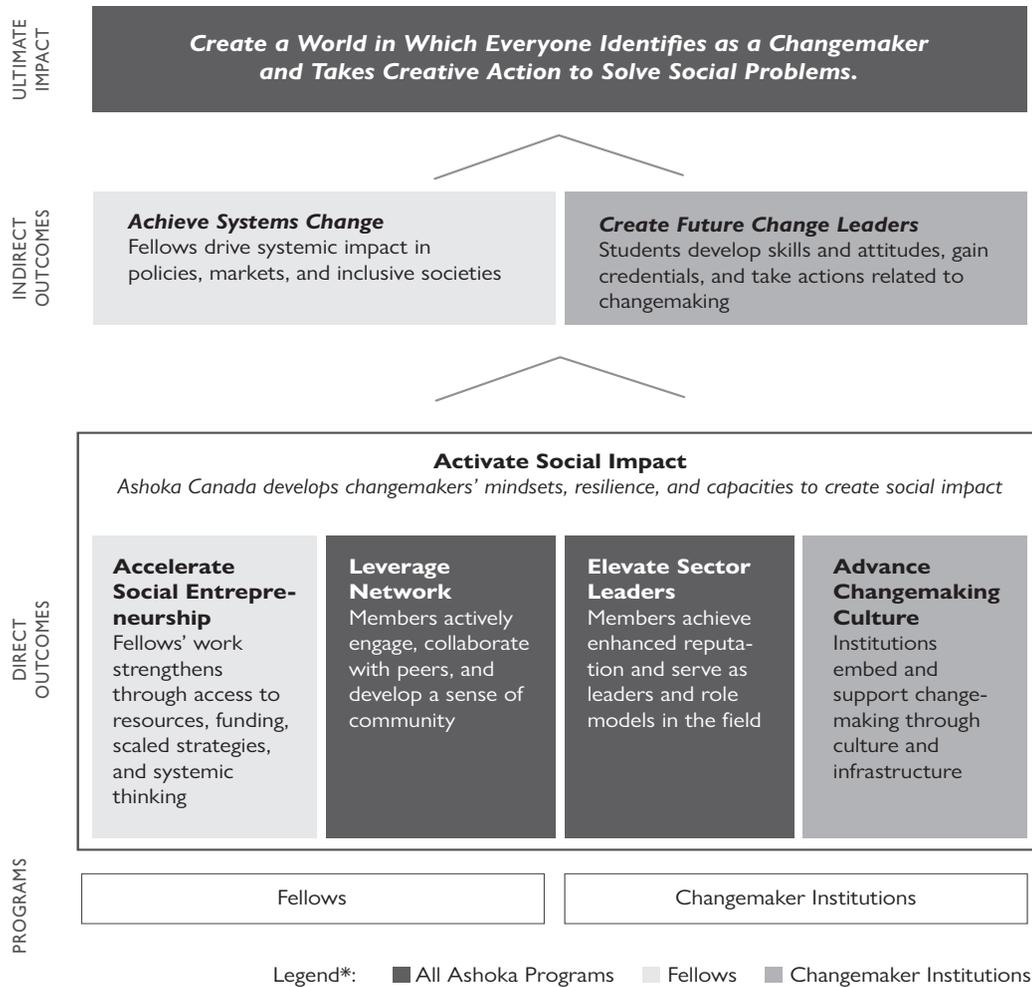
LAYING THE GROUNDWORK FOR EVALUATION

To reimagine our assessment practices, Ashoka U partnered with Mission Measurement. When asked why Ashoka Canada chose to partner with an external organization to conduct their measurement work, Straith explains, "The simple answer is that we on the Ashoka Canada team were not equipped to measure impact. We needed support to develop credible and impactful evaluation processes. We were confident that Mission Measurement would be able to help us do that."

Before engaging in the assessment design process, it was critical for Ashoka Canada to be clear on what our organization aimed to achieve and assess. Mission Measurement walked the Ashoka team through a six-month strategic planning process in which Ashoka Canada clearly defined our aims in terms that were concrete and measurable, and specified our process for achieving our aims through a theory of change. The resulting framework, which also includes Ashoka Canada's work with Ashoka Fellows, can be found in Figure 9.1.

FIGURE 9.1

Ashoka Canada’s Change Framework



*Outcomes do not include all potential impacts; rather, outcomes reflect priority outcomes for specified Ashoka programs and stakeholders.

Referring to the strategic planning process, Straith explains that “by defining our intended impact, we created the framework to be able to evaluate whether we were accomplishing what we thought. It was a critical step toward deepening our level of self-awareness... as to what we are actually able to deliver on. That realness made the process a bit scary. But it was so important, and fun, to see social impact work (that can sometimes feel in-the-clouds and intangible) become “concrete” (Straith, 2018).

APPROACH TO ASSESSMENT

Based on the metrics for impact that Ashoka Canada identified through the strategic planning process, Mission Measurement designed a mixed-methods study to evaluate how “students engage with ‘changemaking’ at their college or university, the effect of that engagement on their career pathways and 21st century skills, and the students’ perceptions of their institution’s focus on changemaking” (Mission Measurement, 2018c). The study specifically examined the direct effects that stem from Ashoka Canada’s efforts in the following three areas:

- Leveraging networks
- Elevating sector leaders
- Advancing changemaking culture

The study also examined the indirect effects achieved through Ashoka U’s effort to equip future Change Leaders. However, given that the primary focus of *Evaluating Changemaker Education* is evaluation related to student learning, what follows specifically explores Ashoka Canada’s direct results related to “Creating Future Change Leaders” (Mission Measurement, 2018c).

Mission Measurement created two surveys for the study: one for students and one for faculty and staff. The surveys can be used for cross-sectional data collection, providing a snapshot of changemaking realities at the student and institution level for one point in time. It can also be implemented more than once as a part of longitudinal studies, in order to illustrate change in changemaker mindset and experience for different student or faculty/staff populations over time.

The outline for the student survey can be found in Figure 9.2. The full survey is available in Appendix B.

FIGURE 9.2

Overview of Ashoka Canada Student Survey

Section		Purpose
Section 1: Basic Information		Includes statements used to verify that respondents are students and to determine which respondents should be considered “changemakers.”
Section 2: Self-Assessment	Creating Future Change Leaders	<p>The section includes statements that measure skills, attitudes, and behaviors:</p> <p><u>Skills:</u></p> <p>Demonstrated critical, creative, and systems thinking skills needed to attain understanding of and address social problems.</p> <p>Demonstrated core leadership skills including collaboration, communication, conflict resolution, project management, decision-making, etc.</p> <p><u>Attitudes:</u></p> <p>Developed a sense of purpose/identity as a social entrepreneur or changemaker.</p> <p>Developed empathy and resilience needed to understand and address social problems.</p> <p><u>Credentials and Actions:</u></p> <p>Attained education and/or experiences (courses, co-curriculars, internships) to improve employability in social purpose careers.</p> <p>Took creative action to solve social problems (e.g. through social entrepreneurship, volunteerism, etc.).</p>

Section 3: Assessment of Changemaker Institution	Advance Change- maker Culture	<p>This section includes statements that measure whether an institution:</p> <p>Systematically embedded changemaking throughout the organization including in the strategic plan, institutional policies, and programs.</p> <p>Enhanced infrastructure to support a changemaking ecosystem, including investment in innovative labs/spaces, cross-cutting initiatives, and collaboration, etc.</p>
	Elevate Sector Leaders	<p>This section includes statements that measure whether an institution:</p> <p>Attained a reputation as an accredited leader in the field.</p>
Section 4: Demographic Data		Includes questions capturing demographic data.

(Mission Measurement, 2018b)

The outline for the faculty and staff survey can be found below. Sections in this survey focused on “Advancing Changemaker Culture” and “Elevating Sector Leaders” mirror those found in the student survey. Additionally, the faculty and staff survey includes a section focused on “Leveraging Network.” The full faculty and staff survey is available in Appendix B.

FIGURE 9.3

Overview of Ashoka Canada Faculty and Staff Survey

Section	Purpose
Section I: Basic Information	Includes statements used to verify that respondents are faculty or staff and to determine which respondents are part of Change Leader teams or are familiar with their university's/college's relationship with Ashoka Canada/ Ashoka U.

Section 2: Assessment of Changemaker Institution	Advance Change- maker Culture	Includes statements that measure whether a university/ college: Systematically embedded changemaking through- out the organization including in the strategic plan, insti- tutional policies, and programs. Enhanced infrastructure to support a changemak- ing ecosystem , including investment in innovative labs/ spaces, cross-cutting initiatives, and collaboration, etc..
	Leverage Network	Includes statements that measure whether a university/ college: Implemented program or operational improve- ments through exposure to new ideas, sharing best practices, etc.. Partnered with a peer individual/organization on one or more initiatives to drive collaboration, synergistic value, and increased impact . Demonstrated lasting commitment to the network (e.g. ongoing participation, contributing resources, supporting network initiatives).
	Elevate Sector Leaders	Includes statements that measure whether a university/ college: Attained a reputation as an accredited leader in the field. Demonstrated leadership by setting the standard and serving as a role model for the field.
Section 3: Demographic Data		Includes questions capturing demographic data.

(Mission Measurement, 2018a)

In order to be able to implement the survey, it was important to garner support across a number of institutions. The institutional benefits for participating in the study included:

- Access to data about student progress toward 21st-century skills
- Opportunity to understand an institution's own progress in relation to peers
- Research to support communication about changemaking in higher education

Ultimately, four institutions committed to implementing the surveys. Across the four institutions, 2,557 students and 334 faculty and staff members completed the survey.

Results

What we had always seen, but has now confirmed through systematic analysis, is the impact that changemaking can have on students, faculty, staff, and institutions as a whole.

Results from faculty and staff surveys show that Changemaker Campuses are dedicated to cultivating changemakers: “Most faculty and staff report changemaking is core to their (institutional) culture” (Impact Report). According to student responses, institutional intentions are shaping the student experience. Students who participate in at least one academic course related to changemaking are 1.5 times more likely to self-identify as a changemaker than students who have not. Students who participate in at least one activity are 2.6 times more likely to self-identify as a changemaker than those who have not. And these self-identified changemakers “are more likely to demonstrate **empathy, a sense of purpose, resilience, and skill attainment** (e.g. decision making) than non-changemaker students” (Mission Measurement, 2018c, p. 21).

FIGURE 9.4

Changemaker Attitudes

Changemakers are More Likely to Report Attitudes Conducive to Changemaking

Compared to their peers, students who identify as changemakers at Ashoka-designated schools are:

2.1x more likely to have developed **sense of purpose/identity** as a social entrepreneur



1.3x more likely to have developed **empathy and resilience** needed to attain understanding of and address social problems.



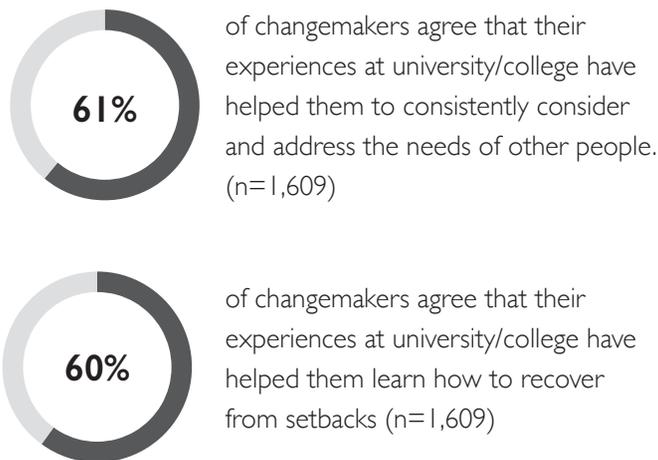
(Mission Measurement, 2018c, p. 23)

The students themselves are drawing a connection between growth as a changemaker and what they're experiencing on college and university campuses. Significantly, “a majority of changemakers (on average, 60%) attribute their **growth in (changemaker) skills and mindsets to their university/college experience** and intend to apply their learnings toward a social purpose career” (Mission Measurement, 2018c, p. 25).

FIGURE 9.5

Changemaker Outcomes – Empathy and Resilience

The Majority of Changemakers Cite Experiences at Schools as Helping Them to Develop Empathy and Resilience



Resilience Skills

“The experiences with changemaking I have had at [university/college] have prepared me for the better my future career... I feel confident I can tackle any difficult obstacle that comes in my path.”

(Mission Measurement, 2018c, p. 25)

ACTIONABLE RESULTS – MAKING THE CHALLENGES WORTHWHILE

Developing and implementing evaluation processes involves what is often challenging work. For Ashoka Canada, this project involved coordinating with many different stakeholders to ensure the initiative would be broadly relevant. The design process required deep reflection and difficult decision-making about Ashoka Canada’s intended impact. Implementing data collection across multiple institutions required the team to complete research training and navigate differing institutional research ethics board approval processes. This study was time- and resource-intensive. What made the process worthwhile was that the process produced results that are actionable for the Ashoka Canada team, including a view of the Changemaker Campus landscape in our country. Of course, we then quickly became invested in determining how best to move forward with the new information we had gathered and the insights that the results revealed.

In our case, actionable insights are insights that are easy to communicate and readily accessible for others, especially others who are not familiar with Ashoka U’s work. The value in committing to this kind of effort has been summed up by Ashoka Canada Executive Director, Barb Steele: “Our impact measurement work has been a game changer. By developing an outcomes framework and evaluation tools to assess against it, we have improved our decision-making. We are also better able to support and engage our networks” (personal communication, 2018).

But discovering what results will be most actionable and determining the process to produce those results will look different from one organization or institution to the next. As others consider how they might draw on or adapt the assessment approach we have taken, it is critical to first seek clarity about the kinds of questions that are important to answer. Then, it becomes possible to design a methodology that can produce relevant, rigorous, and actionable results for the context.

PLANS FOR ITERATION AND ADVICE FOR OTHERS

Evaluation is necessary across social impact work generally and across changemaker education specifically. It helps us understand the effects of our own work more deeply. It provides an important mechanism for accountability to our partners and our community. And it offers a strong foundation for telling stories of impact.

But this does not mean that everything must be evaluated, and certainly not all at once. Consider “starting small and strategically. Focus on one or two aspects of your impact that you would like to understand [and] to communicate. Begin measuring there and build out from that foundation over time” (Straith, 2018). Even one or two impact statements can revolutionize changemaking efforts and the stories we tell about them.



RECOMMENDED RESOURCES

In order to evaluate impact, it is critical to define intended goals clearly and to articulate the process for achieving those goals. And though the process itself can be similar among educational and other social impact initiatives, the language used to describe the evaluation process tends to be different.

For more information on how to design the foundation for evaluation, see the following resources:

For the education sector – defining learning outcomes and aligning pedagogy:

- [Preparing Students for a Rapidly Changing World: Social Innovation, Social Entrepreneurship, and Changemaker Learning Outcomes](#) by Ashoka U (2019).
- [Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education](#) by Trudy Banta & Catherine Palomba (2015).
- [Changemaker Outcomes for Graduate Success \(COGS\) Toolkit for Writing Learning Outcomes](#) by the University of Northampton (2017).
- [Assessing Student Learning: A Common Sense Guide](#) by Linda Suskie (2018).

For the social impact sector – articulating outcomes and designing a theory of change:

- Impact & Excellence: Data-Driven Strategies for Aligning Mission, Culture and Performance in Nonprofit and Government Organizations by Sheri Chaney Jones (2014).
- Measuring and Improving Social Impacts: A Guide for Nonprofits, Companies, and Impact Investors by Marc J. Epstein and Kristi Yuthas (2014).

CHAPTER 10

Evaluation for Changemaker Learning

BY: HATTIE DUPLECHAIN

Associate Director of Research and Evaluation, Ashoka U

AND JULIO VIDERAS

Professor of Economics, Hamilton College

“True innovators are constantly seeking information to inform planning, course correction, adaptation, and iteration. They capture information through observations, by asking questions and listening, and by inviting critique. Educational evaluation offers educational innovators a powerful approach for accessing the insights they’re seeking.”

MARINA KIM

Co-Founder and Executive Director,
Ashoka U (personal communication, 2019)

Comparatively, changemaking is new to higher education. The first social entrepreneurship course was established in the 1990s (Brock & Steiner, 2009) and in 2011, we could still easily count the number of colleges and universities with social innovation programming (and Ashoka U did in our Social

Entrepreneurship Education Handbook) (Ashoka U, 2011). Since 2011, however, changemaker education has grown exponentially and is now offered at hundreds of colleges and universities around the world.

Marina Kim, Ashoka U's Co-Founder and Executive Director, explains that, "The work to grow social innovation and social entrepreneurship across higher education has changed drastically in Ashoka U's ten years of work. What once was an experiment in a few classrooms is now shaping education for millions of students. Ashoka U has always had mechanisms to assess the effects of our work, but we began small and informally. As the changemaker education matures, it became important for our approaches to assessment to mature along with it."

Ashoka U launched its formal research and evaluation strategy in the fall of 2016. The intention behind this effort was to understand the relationship between our own actions and the direct and indirect effects our work catalyzes on campuses. As a part of this effort, Ashoka U launched a research initiative to explore how Changemaker Campuses were impacting their students through changemaker education courses and offerings. By extension, we hoped to better understand our own role in achieving these outcomes.



No one methodology could assess every aspect of Ashoka U's work. In order to build a comprehensive understanding of Ashoka U's direct and indirect outcomes, Ashoka U launched a series of measurement efforts. For more information on our holistic approach to measurement, see Appendix B.

Context:

It would be impossible to assess the effects of Ashoka U's work on students in isolation. It was only possible to explore the effects of changemaking on students in partnership with the colleges and universities they attended. In order to ask our partners to engage in and support our measurement efforts, it was critical to ensure that the results would be relevant for our partners as well as for Ashoka U. The challenge, we quickly realized, is that across a diverse network of institutions, the kind of measurement that is going to be most helpful is really different.

"When we launched this aspect of Ashoka U's evaluation work, we had big dreams of a comparative study examining differences in student outcomes between Changemaker and non-Changemaker Campuses. With an approach like that, we could better understand both the effects of changemaker education generally and Ashoka U's role specifically," explains Hattie Duplechain, Ashoka U's Associate Director of Research and Evaluation. "However the ideal approach to answering a research question is not always the ideal project to implement, nor does it always produce the most actionable results" (personal communication, 2019).

In partnership with Julio Videras, Professor of Economics at Hamilton College and Change Leader Emeritus, we worked to scope our initial vision for evaluating changemaker impact.

Methodology:

Under Dr. Videras's guidance, this project evolved into a first of its kind study of student changemaker outcomes. Videras explains, "The main question I explored is whether participation in social innovation programming influences some of the attitudes and skills that educators aim to foster with these programs" (2018).

What sets this study apart is that, using statistical techniques, Videras worked to control for "student self-selection." In other words, he aimed to eliminate how a student's predisposition toward engaging in changemaking affects the impact that they report. What results is a more rigorous and accurate picture of the impact changemaker education can have.

To explore this question, Videras designed the methodology to draw on the Higher Education Research Institute's Cooperative Institutional Research Program (CIRP) surveys (n.d.). The advantages of using the CIRP Freshman and Senior survey data were: (1) the survey had already been proven valid and reliable and (2) the data had already been collected. The downsides were: (1) we would only be able to include campuses who were implementing both the freshman and senior CIRP surveys at their institution, (2) the questions we could answer were limited by what data was collected for the data set, and (3) the data set is based on student responses, and not all students responded to associated CIRP surveys.

Still, with CIRP survey data Videras was able to explore the effects of changemaker programming on:

- Civic Attitudes
- Diversity Skills
- Leadership Abilities
- Habits of Mind
- Career Interests



Curious to dive into this methodology in detail? See Appendix B.

RESULTS

Findings:

Through this study, Ashoka U examined how participation in changemaker programming impacted mindsets, knowledge, and skills for almost 4,500 students across three institutions. Videras found that,

"There is strong statistical evidence that after controlling for pre-college variables and the likelihood of self-selection, on average, participation in one or more course or program has a positive effect on:

- Senior-year civic attitudes,

- Ability to seek alternative solutions to problems, and
- How important it is to work for social change after graduation.

Results from standard regression models also suggest a positive relationship between social innovation and leadership ability, and between social innovation and risk-taking” (Videras, 2018).

What this means is that students who participated in changemaker offerings report stronger civic mindedness, ability as leaders and problem solvers, and dedication to careers in social impact OVER students who have not participated in changemaker programming. Because this study controls for pre-participation attitudes and skills, and for self-selection, we can say with reasonable confidence that this increase is catalyzed by changemaker offerings as opposed to other predispositions or mindsets.

“What has been so exciting about these results is that they show that the impact we see on our Changemaker Campuses and show that the anecdotes point to significant and systematic changemaking results for students.”

HATTIE DUPLECHAIN,
Research and Evaluation Specialist,
Ashoka U

To assess civic attitudes, students were asked to report on their commitment to:

- Influencing the political structure,
- Influencing social values,
- Helping others who are in difficulty,
- Participating in a community action program,
- Helping to promote racial understanding,
- Becoming a community leader, and
- Improving my understanding of other countries and cultures.

For students who participated in changemaker programming, their reported level of commitment was between 90% and 140% higher than students who had not participated. In other words, students who participate in changemaker programming report civic dedication at rates that are 1.4 times higher than students who do not.

Not only are students more dedicated to changemaking, they report increased mastery of the 21st century skills related to changemaking. On average, students in changemaker programming demonstrate a ten percent higher level of mastery in leadership, risk-taking, and alternative problem-solving over students who have not participated in changemaker programming.

Results show that these attitudes will have long-term implications for students. Students who participate

in changemaker programming rate their dedication to pursuing a career in social change 40 percent higher than students who have not participated in changemaker programming. To review study results in greater detail, see Appendix B.

LARGE SCALE EVALUATION TAKES TIME

Large scale evaluation is an inherently collaborative effort. There are many benefits that come along with working across a large community of stakeholders, but one of the challenges is that coordinating this work is often time intensive.

Part of our decision to utilize existing CIRP data was based on the hypothesis that the data collection process would be less time consuming for our campuses. While this approach did eliminate the need for new IRB approvals or data collection processes, building the data set still involved significant efforts on the part of participating institutions and their institutional research offices. Institutional research offices worked to access and clean existing CIRP data, match CIRP data with students' changemaker program participation data, and then anonymize the data. We know that this effort was time intensive, and we appreciate efforts across participating campuses. This study would have been impossible without their support.

There are no short cuts or quick ways to build large data sets that allow us to grapple with difficult questions. But answering tough questions about changemaker education is important. To ensure that the investment required to conduct this kind of research is worth it, it's important to get clear on why a particular research initiative is needed, earmark the necessary resources in order to take on a large project, and allow for reasonable and flexible time to implement.

Hattie Duplechain explains, "Implementing research on this scale came with challenges, especially related to coordinating across different institutions. However, the benefits – and the fun – far outweigh the roadblocks" (2018). Broad-based evaluation created the opportunity for large scale collaboration. Working closely with and learning from changemaker educators across participating campuses made for a powerful research experience. And the opportunity to produce results demonstrating the systematic impact of changemaker education across multiple institutions, for thousands of students, was really exciting.

PLANS FOR ITERATION AND ADVICE FOR OTHERS

When Ashoka U began this evaluation initiative, we had a clear vision for what kinds of questions we aimed to address and why answering those questions was important to understanding and growing changemaker education. What we were missing, though, was a clear vision for *how we would apply the results* that the research produced.

One of the primary reasons for pursuing such programmatic evaluation is to produce actionable results that can help to better understand, improve upon, and communicate changemaking efforts. In order to ensure that the results will meet existing needs, it is helpful to begin with a clear end in mind - in other words, an understanding of the kind of results an evaluation process might produce and how those results can be used. The benefits of such forethought include:

1. The ability to scope research initiatives to address the most pressing research questions. It helps to avoid “mission drift”.
2. The ability to identify methodologies that will produce these results in the most expedient ways. Sometimes the most comprehensive research is not necessary or the most beneficial for intended ends.
3. The ability to prepare for results, whether the evaluation process unearths that programming is working well or that it is not achieving what was expected. Sometimes results will be disappointing! Planning for how to grapple with and learn from disappointing results from the beginning will help to ensure that the process is productive rather than derailing.

Of course there is no way anticipate all of the implications any research or evaluation initiative might have. With research and evaluation, there will always be surprises. However, planning for what can be anticipated helps create more bandwidth to grapple with the unanticipated.

Ultimately, changemaking evaluation is a critical part of understanding and continuing to grow change-maker education. Marina Kim reminds us, “As changemaking work continues to scale, research and evaluation are a critical part of ensuring we continue to expand this education intentionally, in ways that do not create harm” (2019). As we look back towards the last decade, these intentional evaluation efforts will be seen as a critical driver for impact. And as we look forward to the next decade, our sincere wish is that changemaking education creates the greatest good for the greatest number of people.

Looking Forward

Evaluation is a critical tool in our work to develop and grow impactful changemaker education. In *Evaluating Changemaker Education: A Practitioner's Guide*, Ashoka U has brought together the work of educators who are leading the way in changemaker assessment. They share their evaluation stories – how they have approached design, the challenges they have felt in implementation, and the insights they have gained along the way. We hope that this resource will inspire readers to consider how assessment might inform their own work, how to adapt practices for their own institutional contexts, and to share what they learn through their own evaluation processes.

Remember, however, that assessment in and of itself cannot create impact. Evaluation leads to impact when educators draw on intentionally designed assessment practices to connect with their students, to understand their experiences, and inform educational practices. We hope that this resource will do more than simply encourage assessment. We hope that it will open conversations about how we engage and prepare young changemakers, make space for reflection on the work we do, and inform continued iteration toward even stronger and more sophisticated changemaker education initiatives in the future.

We invite you to send your feedback about this guide and information about your own work with evaluation in social impact education to ashokau@ashoka.org.

Ashoka U Offerings

This publication represents just one of the many ways to engage with Ashoka U. We hope it encourages you to join our learning community of changemaker educators and institutional innovators. You can view additional engagement opportunities with Ashoka U below and on our website at www.AshokaU.org.



Join Ashoka U and 700 higher education stakeholders for three days of inspiration, best practices, community building, and thought leadership. Each year, Exchange brings together 150 higher education institutions from 30 countries, all gathered to share the latest insights in changemaker education and institutional innovation.



Ready to launch a new course, program, or initiative? Join the next cohort of the Commons, Ashoka U's online professional development program. The Commons provides faculty and staff with a structured learning environment, peer support, and mentorship as they accelerate social impact efforts on their campus.



Become a part of Ashoka U's movement to prepare young people all over the world as changemakers. Join Ashoka U's global call for commitments from higher education innovators to spark and accelerate changemakers of all kinds.



Visit Ashoka U's online bookstore to find other key resources we have developed for changemaker educators and institutional innovators.

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The publication of *Evaluating Changemaker Education: A Practitioner's Guide* has been a collective effort. Ashoka U would like to thank the many contributors who helped us bring our vision for this resource into reality.

The Moxie Foundation's generous support has made this publication, along our learning outcomes resource *Preparing Students for a Rapidly Changing World*, possible. We are grateful for your innovative vision for changemaker education and what your powerful leadership makes possible for higher education institutions around the world.

We are also grateful for Ashoka's "Everyone a Changemaker" vision, which guides our work every day. We are honored to be able to work alongside and learn from Ashoka's changemaking community, who are bringing this vision to life around the world.

None of Ashoka U's work would be possible without our partners across the Changemaker Campus network and the broader higher education community. The change you are creating in higher education is essential. Working alongside you is our privilege and inspiration.

Hundreds of changemaker educators and higher education innovators have helped to inform and shape Ashoka U's evaluation work over the last three years. We are grateful for each of your contributions to our thinking and our work.

In particular, the contributing authors to this resource have led the way in establishing evaluation practices for changemaker education. They have dedicated hundreds of hours to designing, testing, and iterating toward practices that work. By sharing their work in this resource, these innovators make evaluation practices more accessible for all of us. We thank you for your leadership and your generosity in this work. Our panel of resource advisors and reviewers also invested many hours in meticulously reviewing proposals to shape the vision for this resource and select the chapters that were included. A complete list of advisors can be found in Appendix A. To each of you who took the time to brainstorm with us, contribute your work, and offer feedback along the way, we thank you. This resource would not have been possible without your contributions, and we hope that it honors your leadership in evaluation.

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CHAPTER 7: EVALUATION FOR SEMESTER IN THE CITY: IMMERSIVE CHANGE-MAKER EDUCATION FOR FULL ACADEMIC CREDIT

By Eric Schwarz, Sara Minard, and Fiona Wilson

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By Karen Campbell

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By Victoria Abboud and Danica Straith

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By Hattie Duplechain and Julio Videras

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Appendices

The following appendices offer supplementary information relevant to *Evaluating Changemaker Education: A Practitioner’s Guide*. The appendices include the following:

Appendix A: Expert Advisors	128
Appendix B: Evaluation Tools and Frameworks	129

APPENDIX A:

Expert Advisors

PANEL FOR PROPOSAL REVIEW:

The following leaders in changemaker education and evaluation participated in Ashoka U's panel of expert reviewers. This panel reviewed and selected proposals for chapters three through eight of this resource. Their general reflections on changemaker evaluation guided Ashoka U's resource development process.

Victoria Abboud, Director of Changemaker Education, Ashoka Canada

Stephanie Barksdale, Director of University Partnerships and Social Innovation and Professor of Social Innovation, Tulane University

Craig Dunn, Wilder Distinguished Professor of Business and Sustainability, Western Washington University

Sergio Majluf Jadue, Director of Innovation, Entrepreneurship, and Employability, Universidad San Sebastián

Rachel Maxwell, Head of Learning and Teaching Development, The University of Northampton

Alessandro Valera, Co-Founder of the Impact and Evidence Unit, Ashoka, and Director, Ashoka Italy

APPENDIX B:

Evaluation Tools and Frameworks

The evaluation tools and resources that are highlighted in chapters 2 through 10 can be found here.

CHAPTER 2:

Designing Evaluation Practices for Changemaker Education

BY: ANN HIGGINS-DE'ALESSANDRO, PROFESSOR OF PSYCHOLOGY, FORDHAM UNIVERSITY AND STEPHANIE ANN PUEN, PHD CANDIDATE, FORDHAM UNIVERSITY

Developing A Theory of Change

See below for more detail from authors of chapter 2 about developing a Theory of Change. The Theory of Change is a critical step in the process for program design and outcomes evaluation.

Preparing for Evaluation: Understanding the Intervention

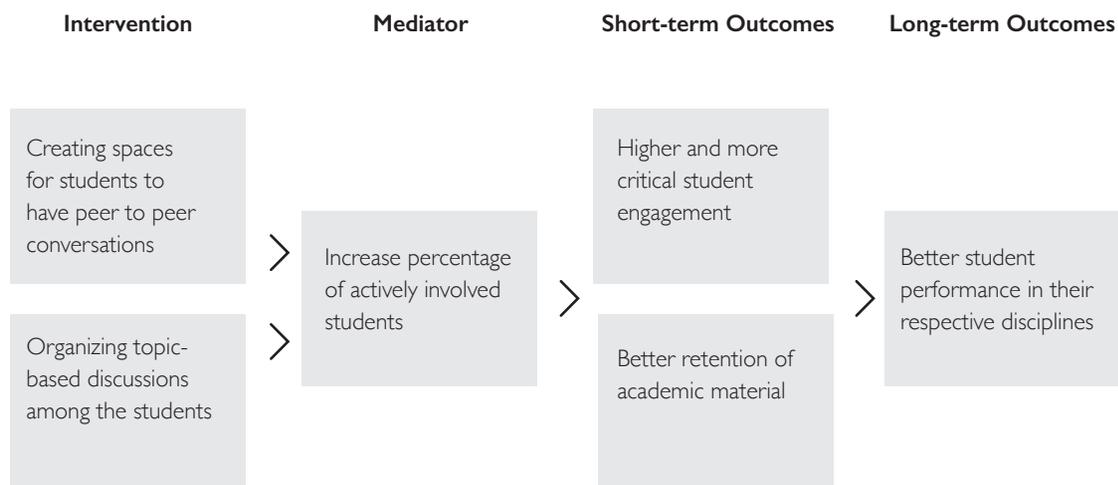
To develop evaluation practices that offer useful insight into an intervention, evaluators must understand how the intervention is designed to bring about change, improvement, or transformation. When practitioners have determined an intervention plan, in step three of the cycle presented in the text, evaluators design a **Theory of Change**. A Theory of Change articulates how curricula and learning activities are intended to impact student learning and performance.

Evaluators design a **Theory of Change** at the point when they fully understand the intervention. The Theory of Change can *only be developed in conversation with practitioners* because it is they who explain how they think the intervention actually brings about changes in students' learning, motivation, etc. In this conversation, practitioners describe *what aspects* of the intervention (curricula and learning activities) impact student learning and performance. They identify the *active ingredients*.

Identifying the active ingredients in the Theory of Change is done by breaking apart the seemingly simple relationship between the intervention and outcomes into:

- Components – e.g. the content of curriculum lessons and activities
- Processes—e.g. lectures, group work
- Stakeholders involved—e.g. teachers, administrators, student peers
- Length and intensity of intervention—e.g. 3 times a week for one year

A Theory of Change is an implicitly causal model. It says that *if* students are exposed to an intervention, *then* they will benefit in specific ways. It becomes useful only when it can specify *why*. What are the conditions or situations that can enhance or hamper an intervention’s effectiveness? Thus, a Theory of Change must be testable. The figure below offers an example of a Theory of Change for the case study in the following section. The figure shows the arrows that are used to specify connections between the intervention and targeted, specific outcomes, for the case presented below.



Theory of Change of a college learning communities intervention

As part of the process to define a Theory of Change, it is useful to first create a **Logic Model** that lists all the intervention components and desired outcomes, as well as any conditions or situations that may affect the outcomes.

Logic Model

The case study below gives a case example of college learning communities, showing its evaluation development worksheet and logic model. The next figure presents the theory of change model for the same example (Rocconi, 2011).



Case Example

Colleges sometimes organize student dorms into learning communities because there is evidence that regardless of the curricula, students learn more, engage in more critical thinking and reflection due to peer conversations, and retain more due to participating in more academic topic-based discussions. For this example, effectiveness is defined as 70% of students regularly engaging in learning communities. Student outcomes assessed to determine community group impact include academic performance, grades, intent for further graduate or professional education, etc. (for an actual evaluation on this topic, see Rocconi, 2011).

In developing an evaluation plan, it is helpful to articulate specific evaluation questions, how they are tied to the learning outcomes, and how they will be answered. The model worksheet in Table 1 gives an example of how to articulate these questions and what needs to be done to respond to them, using a Logic Model and a Theory of Change.

Evaluation Research Question	Purpose of the question— what should the answer demonstrate?	What information will be needed to answer the question?	When and how will the information be collected?	How will the information be analyzed to identify the intervention's impact on the learning outcomes?
Does the intervention improve outcomes? Etc.	Learning Outcomes List and describe	Logic Model Comprehensive	Data collection-instruments, time and methods of data collection	Theory of Change-shows testable relationships between the intervention characteristics and delivery and outcomes

TABLE. Framework for aligning intentions, learning outcomes, and assessment design.

CHAPTER 3:

Evaluation for Cultivating Changemaker Mindsets

BY: MOLLY WARE, SECONDARY EDUCATION FACULTY AND WESTERN READS PROGRAM
DIRECTOR, WESTERN WASHINGTON UNIVERSITY

Changemaker Learning Outcomes Rubric

See an excerpt from Molly Ware's Changemaker Evaluation Rubric. Molly developed this rubric to help students understand their growth as changemakers during their time in her classroom. Students are asked to reflect on this rubric and their growth in the included changemaker qualities at the beginning and the end of the semester.

Social Innovators & Changemakers	Mastering It	Solidly Practicing It	Becoming Comfortable	Beginning the Journey
<p>Taking actions alongside planning</p>	<p>I got out & tried things I was curious about often! I tried several activities that were outside of my comfort zone. I generated solid next steps that I'm excited to explore.</p>	<p>I got out & tried things sometimes. And sometimes I sat online & tried to figure everything out on my own or plan everything without experimenting. I generated next steps that I have some energy for.</p>	<p>I mainly planned first & periodically experimented. I wanted to feel certain I was making the right decision before I took action. I identified next steps but mainly in ways that someone else wanted or with a "I just have the check these boxes" mindset.</p>	<p>I struggled to take action without knowing I was doing the right thing. My next steps feel like going through the motions.</p>
<p>Stay engaged in the midst of ambiguity & uncertainty</p>	<p>I was able to stay in the uncertainty & ambiguity of complex challenges. I employed strategies to reduce my stress in the midst of uncertainty. I did not blame others or external circumstances for my stress.</p>	<p>I was sometimes able to stay in the uncertainty & ambiguity of complex challenges. Other times I wanted answers right away. I practiced employing strategies to reduce my stress in the midst of uncertainty. I seldom blamed others or external circumstances for my stress.</p>	<p>I had trouble staying in the uncertainty & ambiguity of complex challenges. I often blamed others or external circumstances when I felt stressed & got caught trying to make the learning environment/classroom more predictable or more familiar.</p>	<p>My own need for certainty made it difficult for others to stay in the gray area.</p>

Social Innovators & Changemakers	Mastering It	Solidly Practicing It	Becoming Comfortable	Beginning the Journey
Radically collaborate	I took full advantage of my work with others in & out of this class. I set up times to meet with people in areas that sounded interesting to me (above & beyond what was required) & came prepared with solid questions. I took an active role in getting together with others.	I took advantage of my work with others in & out of this class. I set up times to meet with people in areas that sounded interesting to me. I took an active role in getting together with others.	I had some trouble getting connected with others in ways that worked for me, but I took the initiative for talking to the professor & others to find ways to collaborate that worked for me.	I had trouble getting connected with others in ways that worked for me & I didn't talk to anyone about it. I mostly stayed in my room or hung out alone (& I feel frustrated by it, but still don't know how to get connected).
Explore their role in what's not working & find their power to make a difference	I consistently reflected on myself & how I am contributing to the problems I see externally. I practiced transforming my judgments & using my intense emotions to find my power (my capacity to transform myself & the system into something I love). I found a way to honor my "yes."	I practiced reflecting on myself & how I may be contributing to the problems I see in the external world. I reflected on how my judgments & emotions might help me turn my "no" into my "yes."	I often reflected on problems "out there" & pointed fingers at others. But I also practiced finding my way back to myself by looking at my judgments & emotions. I mainly tried to change the system "out there." I often got stuck on my "no" & struggled to make it a "yes."	I mainly reflected on problems "out there" & pointed fingers at others who were to blame for the problems. I seldom saw how I might be part of the problem or solution & how I might find my power. I mainly focused on my "no" &/or felt like a victim.
Ask questions	I consistently asked powerful questions in class & of others. I practiced strengthening my questions & moving beyond "right answer" or "what I'm supposed to do" questions.	I got better at asking powerful questions in class & of others. I focused on "right answer" & "what I'm supposed to do questions" about the same as powerful questions.	I got stuck on asking "right answer" & "what I'm supposed to do" questions & periodically asked powerful questions.	Can you just tell me the answer already?

Social Innovators & Changemakers	Mastering It	Solidly Practicing It	Becoming Comfortable	Beginning the Journey
Learning from mistakes, what didn't work well, & the past	I was able to talk about what happened in specific experiences, what I learned as a result, reflect on previous learning, & apply it to new situations & "life experiments" in creative ways. I strengthened my work based on feedback from Molly as needed.	I was able to talk about what happened in specific experiences & what I learned as a result OR reflect on previous learning & apply it to new situations & "life experiments." I responded to Molly's feedback as needed.	I was able to talk about what happened in specific experiences & what I learned as a result OR reflect on previous learning but struggled to take new actions in "life experiments." I either didn't respond to Molly's feedback OR the revisions made didn't address the feedback.	I often didn't look for or find much connection between what happened in past experiences & learning. It was more like I was just jumping from one experience to the next without learning. I focused on the grade & forgot the learning. I didn't respond to feedback I received.
Open to feedback	I consistently engaged with feedback from a place of empowerment. I used relevant feedback to get clearer about what I'm trying to accomplish & to improve what I'm doing.	I consistently engaged with feedback. Sometimes from a place of empowerment. Sometimes I just did what the feedback said or complied with it instead of using it to clarify my aims or improve my work in my own eyes, not just the teacher's eyes.	I complied with suggested feedback most of the time. But I seldom used this feedback to clarify my purpose or aims as an educator.	I either complied with feedback or tended to be unable to hear & work with feedback without taking it personally or getting defensive.

Social Innovators & Changemakers	Mastering It	Solidly Practicing It	Becoming Comfortable	Beginning the Journey
Follow their curiosity	I wholeheartedly & openly explored a variety of experiences that were very interesting to me. I found my own opportunities & participated in them. From these experiences I grew significantly in my awareness of where I feel engaged & energized.	I openly explored some experiences of interest to me. From these experiences I grew in my awareness of where I feel engaged & energized.	I explored a few experiences & questions of interest to me OR went along with my friends' interests because I couldn't really find something I was interested in. I'm now clearer about my own curiosity & interest as a result.	I didn't explore experiences & questions outside of those in class. I focused on checking the boxes & creating the perfect plan without allowing myself to explore & learn about my curiosity along the way.
Overall engagement in the learning process	I fully engaged. I learned a lot. I completed course assignments in ways that were meaningful to me. I made mistakes & shared my "rough draft" thinking. I took risks. I was fully present in class consistently.	I engaged. I learned a lot. I completed all course assignments, some in ways that were meaningful to me. I made some mistakes & took some risks. I was present in class all but once.	I held back a bit. I learned some, & got in my own way of learning some. I was not always willing to make mistakes or take risks. I took advantage of some learning opportunities & pushed others away or approached others from an "I've just got to get this done" perspective.	I didn't want to make mistakes. I wanted to know how to do it right before doing it & consistently resisted the learning process. I did work for this quarter from an "I've just got to get this done" perspective more often than I wanted to.

Prompts for Growing Changemaker Mindsets During the First Year Experience

Ware describes using the following prompts as a part of her Weekly Changemaking Logs activity. The logs function to prompt students to reflect on their own growth as changemakers. They also function as a means of data collection for assessing students' progress and informing pedagogical decisions.

Overview of 1st Year Make It Real Log

This log is intended to help you thrive during your first year AND develop skills that will help you create a meaningful life now and in the future. This log isn't intended to reinforce the way you already do things in the world. It's intended to help you build your skills in design thinking - to build your creative confidence to respond to challenges and opportunities in your college experience and life.

Each log can be fairly brief – between one paragraph and one page depending on what you choose. Choose one prompt each week. Mix up which prompt you focus on and respond to between now and the end of the quarter. And remember, mistakes, imperfection, changing your mind, trying a new approach, and being uncomfortable are all a perfect thing to include in your Make It Real Log. These things are the fuel for honing our life design skills - and growing our creativity. My hope is that these practices are things you can then carry with you for the rest of the year and your life. And that they help you build the creative confidence needed to actively design a meaningful life rather than passively consuming life or feeling like life is just happening to you and you don't have much influence when things aren't working well.

Log Prompts (Choose one/week)

- Moments you can point to and say, "Yes! That's how I want my college experience to be. I want to do more of that. I made a good decision there that works with who I am." Explain.
- Frustrations you're having/things that aren't working for you right now that you need and want to approach in a different way. What different approaches might you try. Come up with at least three (one that feels like the obvious next thing to try out, one that you'd try if the first option wasn't a possibility, and one that you'd experiment with if you weren't afraid anyone would laugh at you or think you're stupid for doing it). Be sure to focus here on things that YOU can do something about rather than on trying to change someone else or the world.
- A place you're feeling lost, confused, or overwhelmed and not sure what to do about it. Explain the situation and why you feel lost, confused, or overwhelmed. What question might you ask or small action might you take to gain more clarity? Who else could help you through this situation so you're not stuck in overwhelm and confusion alone? What one next step will you take to move forward even though you feel lost, confused, or overwhelmed? How did you feel after taking this step?
- Moments when you chose courage over fear OR took a "path of most resistance" because it felt important to you. What was the risk you took rather than playing it safe? What about the context, society's expectations, or your own belief system made this a path of most resistance? How did you feel taking an action that diverged from the norm? What did you learn about yourself in the process?
- Moments when you chose fear over courage or took a "path of least resistance." What about the context, society's expectations, or your own belief system led you to choose playing it safe? Do you think this was the right decision? Why or why not? Would your perspective change 10 years from now if you'd chosen to play it safe repeatedly over the years? Explain. What have you learned from this?

- A time you chose to take an action to experiment with something new (rather than trying to plan ahead of time or figure something out in your head). This action/experiment should be something that might help you thrive during the first year. How did this experiment feel? What about it felt energizing and engaging? Uncomfortable because it's new? Not so energizing? What did this experimental action help you learn about yourself and what you need (or not) to thrive in the first year.
- Something new you decided to try out that is outside the box of what you've always been familiar with, but that you feel curious about or sounds interesting. What interested you about it? What was this experience like? Will you do something like this again? Why or why not?
- A time when you decided to reach out and have an in person conversation with someone on campus because this person has experience doing something that you think you might have interest in or because you thought this person could help you get unstuck or rethink something. Maybe this is a professor you talk to in office hours because you think their class is interesting. Maybe it's your RA who's in an interesting class or studying something you want to. Or your RA who can help you creatively think through how to handle a challenge with a roommate. Maybe it's someone in one of your classes who isn't a first-year student and has taken more classes than you. Or someone in a club.
- A time when you wanted to get mad at yourself and feel upset that you made a mistake or something you did didn't work out perfectly, but then practiced seeing this mistake or unexpected result as an opportunity to tell yourself a new story about what mistakes mean. What story did you tell yourself instead of the old, "I suck because I failed" story? How did that change your experience of the failure/mistake/imperfect/unexpected result?

Final Learning Synthesis Assignment and Self-Reflection

In the following assignment, Ware asks students to reflect on their course experience and offer a synthesis of their learning. This is used as a pedagogical tool to encourage self-reflection on learning and growth. It is also a tool for data collection, to assess students' progress toward mastery of change-maker competencies.

Class: Designing a Meaningful College Experience

Assignment: Final Learning Synthesis and Vision Board

Big Questions - (Keep these in mind while you're working on all parts of the project.)

- What ideas do you want to carry with you in the quarters ahead - in working to design a meaningful college experience?
 - › What successes/steps/actions have you taken already that you can build on moving forward?
 - › What experiences have you had (on your own or in class) that helped you build confidence in designing a meaningful college experience?
 - › What realizations have shifted your vision of what it means to design a meaningful college experience?

- What inspires you and sounds amazing for your future? What would you try if you weren't afraid and couldn't fail?

Layer 1 – Artifacts

...the stuff we've already done this quarter. Look back through everything you've written and all of my feedback. Reflect back on the experiences we've had that you didn't write about. Choose 15-20 pieces of what you've done in our class this quarter that feel meaningful and help you answer one of the big questions above. Here's a list of things that you could use for some of your pieces/artifacts.

- Quotes you highlighted and that feel meaningful to you from the readings
- Comments you've made annotating the readings that stand out to you
- Feedback from Molly (on Canvas/on reading annotations) that made you think more deeply
- Posts you made to Canvas describing things you did that you're proud of
- Realizations you had while working on the registration exploration/planning document
- Insights/new possibilities from Major/Minor panel
- Insights/new possibilities from Building Future Worlds panel
- Insights/new possibilities from Marvel exhibit at MoPOP visit
- What you learned in conversations with others about majors of interest
- What new possibilities you can imagine for your studies if your initial plan doesn't work out
- Other work you completed for this class or in relation to this class

Layer 2 – Cool Future Possibilities

...the vision. The things you're pretty sure you want to do. The things that sound cool if your coolest plan doesn't work out. The things that you'd love to do with your college experience if money and reputation didn't matter. The things you would do if you weren't afraid. Life. College. Health. Work. Include at least 5 things related to this in your project. Use images (I'll have magazines outside my office starting next week).

- Dream jobs
- Goals in life
- Images of things that inspire you and that you find meaningful
- Possible majors, minors, clubs, activities, jobs, internships that you still want to explore
- What you believe in and value. Who you are and what you love.

Layer 3 – The Sticky Notes

...the why. The way to help others see your thinking that might not be obvious with just the artifacts or cool future possibilities items. Why did you choose to include each of the items in Artifacts and Cool Future Possibilities? There should be 1 sticky note per Artifact and Cool Future Possibility item. You can write your sticky notes in 1 of 2 voices:

- Your current voice....focus the sticky on why you included the item, why it matters to you, what it shows about your deepening understanding about designing a meaningful college experience (and life).
- Your 25-year old voice...what would your future self say about items you included on your vision board? What would your future self want you to consider and how would they want you to stretch, dream bigger, take more responsibility, or design better?

Layer 4 – Written Reflection (1-1.5 pages single-spaced)

...the wrap it up. The place for you to tie things up. Use some of the following questions to shape your reflection. You can choose which you focus on. And consider writing a few of your own questions if you have other things you want to reflect on that feel important and I haven't asked you to reflect on.

- What were the three most important activities, experiences, or readings we did as part of this class that will help you most as a College Designer? Why were these important/impactful for you?
- What big ideas are you thinking about differently now than you were at the beginning of the quarter?
- What are you most excited about and most interested in exploring moving forward?
- What concrete successes and steps have you taken that you are proud of yourself for doing and that you can build on next quarter? Next year?
- In what ways do you think you've strengthened your skills for Designing A Meaningful College Experience? Be specific and explain why you believe you've grown in this regard.
- What experiences and things that people have said have stretched your initial ideas about what might make for an amazing future?
- Where do you feel least confident moving forward and why? What can you do about it?
- To what extent does your final project align with who you are, the communities you are a part of, and what feels meaningful to you? Explain.
- How has this class and assignment challenged you? Where do you wish it had challenged you more?
- What did you like and learn from this assignment and class? What didn't you like and wish you could have done differently if we could start the class over again?

- What connections do you see between our work together and your work in the other two linked courses?
- What mistakes have you made this quarter that you want to learn from and do differently moving forward?
- What else? What other questions do you want to reflect on that matter to you and would help you wrap up your experiences in this class?

End of Quarter Self-Reflection and Grade Proposal

In her final assignment for students, Ware asks them to return to the self-reflection they completed at the beginning of the semester based on the Changemaker Learning Outcomes Rubric. Students assess their own growth over the course of the semester and offer a grade they feel they have earned.

Assignment: End of Quarter Self-Reflection

In no more than 1 page, single-spaced reflect on the following. Then suggest a grade for yourself in the course. Remember, you're working with both your own sense of meaning and purpose (intrinsic) and external expectations of what counts in doing college well (extrinsic). Your grade suggestion should take both of these into consideration as well.

- **Intrinsic**
 - › In what ways did you personally take responsibility for making this course meaningful to you?
 - › How did you progress in relation to specific categories on the Course Rubric?
 - › Were any of these categories new/foreign to you? Which ones and what are your thoughts on them after your first quarter experimenting with these approaches?
 - › How do specific ideas in the rubric feel like they've helped you in designing a meaningful college experience? Explain.
 - › Where did you struggle and how did you relate to the struggle when you faced it?
 - › Are there places where you believe you fell short in terms of what matters to you personally as a learner? Explain.
- **Extrinsic**
 - › In what ways did you do the things that typically count in terms of earning a good grade? (e.g. showing up on time to class consistently; submitting work on time; communicating in advance if you needed to submit work late; attending all classes; arriving on time to class; being fully present in class and engaging in ways that help the whole group learn; completing of course readings in an intellectually honest way; seeking out feedback and working with feedback received; reaching out to course instructor when you have questions or need help; etc.)
 - › Where did you struggle in working with external expectations?
 - › Did you find you were more comfortable using extrinsic or intrinsic motivators this quarter? And what do you make of this when you think about designing a meaningful college

experience?

- What do you suggest for a grade in this course and why? (Please remove your “I want a good grade” cap when writing this and instead put on your “I want to design a meaningful college experience” hat.) Think about what you believe an A in this course should communicate about your capacity to design a meaningful college experience — to not just do what someone else has told you to do, but to find a path that really works for you so you can thrive during your time in college.

CHAPTER 6:

Evaluation for Social Impact: A Theory of Change Approach

BY: TODD THEXTON, DIRECTOR OF THE SCHOOL OF BUSINESS, ROYAL ROADS UNIVERSITY;

BRIAN BELCHER, PROFESSOR OF SOCIAL AND APPLIED SCIENCES AND ASHOKA RESEARCH CHAIR, ROYAL ROADS UNIVERSITY;

RACHEL CLAUS, RESEARCH ASSISTANT, ROYAL ROADS UNIVERSITY; AND

RACHEL DAVEL, RESEARCH ASSISTANT, ROYAL ROADS UNIVERSITY

Thexton, Belcher, Claus, and Davel share key tools and resources they developed to guide their evaluation practices at Royal Roads University.

Assessment of Data Quality

As the RRU team discussed in Chapter 6, the Assessment of Data Quality tool is used to determine whether existing data can be used to assess progress toward intended goals.

In this example below, RRU intends to test the extent to which students, once graduated and having achieved the program's learning outcomes, apply those outcomes to their personal and professional lives. One of the data sources identified to measure this outcome is the university's student exit survey.

Data Quality Assessment

Data available	Data quality assessment	Data strategy
<p>RRU Exit Survey asks students to rate the extent to which their learning is applicable to their workplace, their future career goals, and their personal development.</p>	<p>Quality is limited due to low participation rate in the survey.</p> <p>Survey is conducted very near to graduation, and graduates may have had limited opportunity to apply their learning.</p> <p>The survey does not specify which learning outcomes are being applied to work and life. Student responses may reflect collateral learning that does not directly relate to the program's learning outcomes.</p>	<p>Short-term: Report data limitations to stakeholders when presenting results.</p> <p>Long-term: Negotiate with the university to (1) have the Exit Survey modified to include self-reports of the application of specific learning outcomes to work and life; (2) incorporate categories of entrepreneurship, work/job, volunteerism, civic engagements activities, and consumer choices; (3) implement the Exit Survey six months following completion of the program; and (4) actively promote the survey with alumni to improve participation rates.</p>

Developing a Data Strategy

As the RRU team discussed in their chapter, the tool below was used to design their assessment strategy in alignment with their ToC.

The table articulates the program's intentions according to the ToC, progress indicators, data needed to assess progress, existing data that meets these needs, and the quality of existing data. With this information as a foundation, the team was able to articulate a short-term and long-term data collection strategy.

The table articulates a powerful approach to ensuring that assessment is aligned with program goals, produces relevant results, and makes use of existing data when possible.

Stage in ToC Underlying Theory/Assumption (ToC)	Indicators (Expect to See, Like to See, Love to See)	Data Needs: What data do we need?	Data Available What data do we have/exists?	Data Quality Assessment What is the quality of existing data? How useful is existing data for evaluation purposes?	Data Strategy Short-term/Long-term
<p>Stage: Immediate outcome: Students achieve learning outcomes.</p> <p>ToC Students will develop toward mastery of the learning outcomes as a result of the instructional activities and opportunities provided by the program.</p>	<p>Expect to see: Students meeting minimal standards for all learning outcomes: 90% Students exhibiting mastery of at least half the learning outcomes: 50% Students exhibiting mastery of all learning outcomes: 10%</p> <p>Like to see: Students meeting minimal standards for all learning outcomes: 90% Students exhibiting mastery of at least half the learning outcomes: 75% Students exhibiting mastery of all learning outcomes: 25%</p> <p>Love to see: Students meeting minimal standards for all learning outcomes: 100% Students exhibiting mastery of at least half the learning outcomes: 100% Students exhibiting mastery of all learning outcomes: 50%</p>	<p>Data that assesses the extent to which students demonstrate their achievement of the program's learning outcomes.</p>	<p>Artifacts of learning (student work and assessments)</p> <p>RRU Exit Survey (asks students how much they feel they learned, compared to their expectations)</p> <p>Ashoka Canada Student Survey (asks students to rate the extent to which they are proficient with changemaking skills and the extent to which they have acquired empathy, resilience, and purpose).</p>	<p>Useful to the extent that student work and assessments have meaningfully incorporated the program's learning outcomes.</p> <p>Currently, no structure to make explicit the connection between student assessments and achievement of learning outcome.</p> <p>Respondents may not consider achievement of learning outcomes when assessing their level of learning.</p> <p>Quality is limited due to low participation rate.</p> <p>The changemaker learning outcomes differ somewhat from the program's learning outcomes.</p> <p>Survey is conducted by an external agency, which limits the program's ability to control frequency of sampling and consistency in the variables measured.</p> <p>Survey is completed before studies are completed.</p>	<p>Short term: Report on average grades, completion and attrition rates with transparency regarding limitations.</p> <p>Long term: Develop rubrics to explicitly assess performance against each learning outcome and report on achievement rates of each outcome.</p> <p>Short term: Report on graduates' self-assessment of learning achievement (from Exit Survey) with transparency regarding limitations.</p> <p>Long term: Negotiate with university of have Exit Survey modified to include self-reported achievement of specific learning outcomes. Actively promote the survey with students and alumni to improve participation rates.</p> <p>Short term: Identify and report specific correspondences between the program learning outcomes and the outcomes used in the Ashoka survey. Report Ashoka data as baseline data, with transparency regarding limitations.</p> <p>Long term: Partner with Ashoka Canada to implement the Student Survey biennially. Advocate for consistency of variables across each iteration of the survey. Actively promote the survey with students to improve participation rates.</p>
<p>Stage: Intermediate Outcome: Applying learning to living</p> <p>ToC Students who have achieved the learning outcomes will apply their learning by: (1) leading and/or influencing their workplace toward adopting more socially and environmentally sustainable business practices; and (2) incorporating sustainability values into their roles as citizens and consumers.</p>	<p>Expect to see: Students in sustainability roles: 10% Students applying their learning to work: 80% Students applying their learning to personal life: 80%</p> <p>Like to see: Students in sustainability roles: 25% Students applying their learning to work: 90% Students applying their learning to personal life: 90%</p> <p>Love to see: Students in sustainability roles: 50% Students applying their learning to work: 100% Students applying their learning to personal life: 100%</p>	<p>Graduates self-reported application of their learning to their workplace and their personal lives.</p> <p>Number of graduates working in jobs with role profiles that include sustainability.</p>	<p>RRU Exit Survey asks students to rate the extent to which their learning is applicable to their workplace, their future career goals, and their personal development.</p> <p>BC Student Outcomes Survey asks students to rate the extent to which their program is related to their work, and the extent to which the knowledge, skills, and abilities acquired during the program are useful in work.</p> <p>LinkedIn profiles provides job titles and roles of graduates and could be used to code graduates' employment to role profiles related to business and sustainability.</p>	<p>Quality is limited due to low participation rate.</p> <p>Survey is conducted near to graduation (limited opportunities for student to apply learning in some contexts).</p> <p>Does not specify what learning is being applied to work and personal life. Respondents may include learning not directly related to sustainability (e.g. finance or accounting).</p> <p>No access to raw data, and aggregation level of the data is too general (includes responses from students from other programs).</p> <p>Survey is conducted by an external agency, limiting the program's ability to control the variables measured and their consistency over time.</p> <p>Up to 2 year reporting lag.</p> <p>Surveys conducted 2 years post grad; some graduates lost to contact.</p> <p>Does not specify what learning is being applied to work and personal life.</p> <p>LinkedIn network is incomplete.</p> <p>Profiles may be incomplete and/or outdated.</p> <p>Currently, no structure to capture, code, and report on job titles provided by LinkedIn profiles.</p>	<p>Short term: Report on graduates' self assessment of application of learning (from Exit Survey) with transparency regarding limitations.</p> <p>Long term: Negotiations with university to (1) have Exit Survey modified to include self-reports of application of specific learning outcomes to workplace and personal life; (2) incorporate categories of entrepreneurship, work/job, volunteerism, civic engagement activities, and consumer choices; and (3) implement the exit survey six months following completion of the program.</p> <p>Actively promote the survey with alumni to improve participation rates.</p> <p>Short term: work with government agency to gain access to disaggregated data on the program. Report on self-reported application of learning (from BC Student Outcome Survey) with transparency regarding limitations.</p> <p>Long term: Discontinue the data once changes/improvements to RRU Exit Survey are implemented.</p> <p>Short term: Develop and implement data collection, classification, and verification protocol. Report on % of alumni LinkedIn profiles that identify sustainability-related job role.</p> <p>Long term: Continue the short-term strategy. Incorporate trends over time.</p>

CHAPTER 7:

Evaluation for Semester in the City: Immersive Changemaker Education for Full Academic Credit

BY: C. SARA MINARD, CHIEF ACADEMIC OFFICER, COLLEGE FOR SOCIAL INNOVATION

ERIC SCHWARZ, CO-FOUNDER AND CEO, COLLEGE FOR SOCIAL INNOVATION

FIONA WILSON, DBA, CLINICAL ASSOCIATE PROFESSOR, PETER T. PAUL COLLEGE OF BUSINESS & ECONOMICS AND EXECUTIVE DIRECTOR OF THE CENTER FOR SOCIAL INNOVATION AND ENTREPRENEURSHIP, UNIVERSITY OF NEW HAMPSHIRE

Below are the questions that the College for Social Innovation used in pre and post-surveys implemented to assess students' growth as changemakers over their experience in the program. To review the College for Social Innovation's results based on these surveys, see the "Pilot Results" section on this web page: <https://collegeforsocialinnovation.org/results> (2019).

SECTION I: BE A CHANGEMAKER

Please rate the yourself on the following on a scale, from strongly disagree to strongly agree.

	Strongly Disagree	Some-what Disagree	Neutral	Some-what Agree	Strongly Agree
I have clear goals for positive impact in the world. I know what steps I need to take in order to accomplish those goals.	1	2	3	4	5
I am attentive to and respectful of differences in attitudes, beliefs, and customs of people from different backgrounds. I adjust my language and behavior accordingly.	1	2	3	4	5
I recognize my own strengths, weaknesses, and identities. I engage introspection and self-reflective thought in order to ever-better understand myself.	1	2	3	4	5
I believe in my own capacity for contributing to positive change. I contribute through words (speaking up when something is wrong or unjust) and/or actions.	1	2	3	4	5

SECTION II: WORK HARD AND SMART

Please rate the yourself on the following on a scale, from strongly disagree to strongly agree.

	Strongly Disagree	Some-what Disagree	Neutral	Some-what Agree	Strongly Agree
I know how to use the wheel of health framework to pay attention to balancing health in six areas (mental, physical, intellectual, social, creative, and spiritual).	1	2	3	4	5
I overcome challenges and road blocks through continued effort, creative use of resources, and identification of alternatives.	1	2	3	4	5
I set realistic goals, use backward planning tools to outline action steps and deadlines, and assign responsibility. I adjust and monitor my work-plan.	1	2	3	4	5
I demonstrate commonly accepted standards for professional workplaces, including timeliness, use of appropriate language and dress, and display of a positive attitude.	1	2	3	4	5

SECTION III: WORK WITH DIVERSE TEAMS

Please rate the yourself on the following on a scale, from strongly disagree to strongly agree.

	Strongly Disagree	Some-what Disagree	Neutral	Some-what Agree	Strongly Agree
I am attentive to my own and team members' strengths and weaknesses in dividing tasks. I complete my own tasks on time...	1	2	3	4	5
I treat team members respectfully, and demonstrate flexibility and the willingness to make necessary compromises to accomplish responsibilities.	1	2	3	4	5
I explain my reasoning using examples and state my understanding of the impact of my own biases on my perspectives.	1	2	3	4	5
I ask open ended questions for the purpose of understanding myself and others, in a way that welcomes new information.	1	2	3	4	5

I listen openly to feedback, confirm I understand, and make an effort to adjust my behavior accordingly.	1	2	3	4	5
I give feedback using best practices, including attention to timing and tone, specificity, and checking for understanding.	1	2	3	4	5

SECTION IV: HUMAN-CENTERED DESIGN

Please rate the yourself on the following on a scale, from strongly disagree to strongly agree.

	Strongly Disagree	Some-what Disagree	Neutral	Some-what Agree	Strongly Agree
As outlined in the Field Guide, I can create an action timeline. I am able to explain what success would look like, and how feedback could be collected once the idea was implemented (Ideo, 2015).	1	2	3	4	5
I can use of tools and frameworks from the Field Guide to surface ideas, then find themes, patterns, and compelling insights. I am able to determine what to prototype and demonstrate rapid-prototyping using Field Guide tools (Ideo, 2015).	1	2	3	4	5
As outlined in the IDEO Field Guild for Human Centered Design ("Field Guide"), I am able to frame a design challenge, create a project plan, and conduct primary (end-user) and secondary (expert / literature) research to gain understanding about the challenge (Ideo, 2015).	1	2	3	4	5
I believe in my own capacity for creativity. I am willing to share ideas, big and small, and to act on testing new ideas and practices.	1	2	3	4	5

SECTION V: DATA-DRIVEN INSIGHT

Please rate the yourself on the following on a scale, from strongly disagree to strongly agree.

	Strongly Disagree	Some-what Disagree	Neutral	Some-what Agree	Strongly Agree
I am able to create charts, graphs and infographics that display two- and three-axis data in a visually compelling and easy-to-understand manner.	1	2	3	4	5
I am able to draw inferences from patterns in data to answer the question: What do the patterns mean? What can we learn? I am able to explain the difference between correlation and causation and how biases can impact inferences.	1	2	3	4	5
I am able to use descriptive statistics to define patterns (e.g. frequencies, mean, median, mode) in data, and to understand the distribution of data. I can use correlation to understand relationships in data.	1	2	3	4	5
I am able to explain how to evaluate if data is reliable and distinguish data (facts) and information (meaning derived from facts). I have the ability to gather primary (e.g. survey, focus group, interview, observations) and secondary (research) data.	1	2	3	4	5

SECTION VI: STORYTELLING FOR IMPACT

Please rate the yourself on the following on a scale, from strongly disagree to strongly agree.

	Strongly Disagree	Some-what Disagree	Neutral	Some-what Agree	Strongly Agree
When presenting to an audience, I speak with clear enunciation; vary my volume, pitch, pace, and tone for emotional impact and to enhance meaning. I stand in a confident posture and use gestures to reinforce key points in the story or presentation.	1	2	3	4	5
I can tell a story with authenticity and vulnerability appropriate to the audience and the context in which the story is being told.	1	2	3	4	5

I know how to use details strategically to signal importance, add humor, give insight into a character, situation or issue, and/or aid with audience retention of key points.	1	2	3	4	5
I can craft a classic story that features a protagonist, has a clearly defined goal, includes the need to overcome barriers, and has a clear resolution. I can tell the story such that an intended punch line or key takeaway is clear to the audience.	1	2	3	4	5

SECTION VII: NETWORKING

Please rate the yourself on the following on a scale, from strongly disagree to strongly agree.

	Strongly Disagree	Some-what Disagree	Neutral	Some-what Agree	Strongly Agree
I understand how to use connections to help myself and others as we seek to reach personal and professional goals, and share ideas and best practices.	1	2	3	4	5
I know how to monitor relationships over time, using LinkedIn and other tools. I can list tools to use to actively reach out to network members in order to maintain relationships.	1	2	3	4	5
I can explain the importance of two-way benefit in relationships. I seek opportunities to aid others. I say yes to requests for help when possible.	1	2	3	4	5
When building a relationship, I offer information about myself (e.g. experiences, values and beliefs, interests and skills, motivations) in order to build understanding and connectedness. I seek similar understanding of others and their needs.	1	2	3	4	5

SECTION VIII: SOCIAL CHANGE CONTEXT

Please rate the yourself on the following on a scale, from strongly disagree to strongly agree.

	Strongly Disagree	Some-what Disagree	Neutral	Some-what Agree	Strongly Agree
I am able to draw from my understanding of context and evaluation of efficacy to create insights and generate possible alternative solutions.	1	2	3	4	5
I am able to identify existing efforts to solve a given social problem, and to apply frameworks to understand the efficacy of current solutions.	1	2	3	4	5
I can articulate the importance of understanding current and historical context for a given social problem. I know how to conduct research in order to better understand a given social problem.	1	2	3	4	5
Given an issue area, I am able to demonstrate the application of tools and frameworks to define social problems.	1	2	3	4	5

(College for Social Innovation, 2019)

CHAPTER 8:

Evaluation for the Common Good – A Whole Institution Approach to Curriculum Assessment

BY: KAREN CAMPBELL, RESEARCH FELLOW, GLASGOW CALEDONIAN UNIVERSITY

DEFINITIONS OF COMMON GOOD ATTRIBUTES

Below are the definitions for Glasgow Caledonian University's Common Good Attributes, the outcomes the university is working to help all students develop in.

Active and global citizenship

“Acting honestly, fairly and ethically in:

- Recognizing and actively seeking to address global social trends and challenges,
- Viewing the world from the perspective of different cultures,
- Participating in the community at a local, national, and global level,
- Taking account of and valuing diversity,
- Exploring social problems and taking action to build a more just and sustainable society,
- Addressing inequality and disadvantage (Glasgow Caledonian University, n.d.b, para. 5).”

Responsible leadership

- “Exercising:
 - › Empathy,
 - › Resilience,
 - › Professionalism,
- Inspiring and influencing the thinking, attitudes, and behavior of others,
- Working collaboratively towards a common vision and common goal,
- Building communities through the development of trust,
- Developing solutions that are ethical, visionary, realistic, and sustainable,
- Actively demonstrating a personal commitment to equality and diversity (Glasgow Caledonian University, n.d.b, para. 8).”

Confidence

- “Acting assertively and reasonably,
- Challenging yourself and continually learning from experience,
- Respecting your own and others’ rights and needs,

- Becoming a ‘changemaker’, making a positive difference,
- Being able to understand, respect, and engage with a diverse range of audiences and stakeholders (Glasgow Caledonian University, n.d.b, para. 6).”

Entrepreneurial mindset

- “Being curious and prepared to take calculated risks,
- Identifying opportunities for change,
- Creating solutions, and putting these into practice, in response to identified real-world problems,
- Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections,
- Dealing with complexity and uncertainty,
- Actively seeking a diversity of experiences and concepts from different cultural contexts (Glasgow Caledonian University, n.d.b, para. 7).”

Interview Questions for Faculty, Based on the Appreciative Inquiry Model

Below are the questions used in qualitative interviews with faculty, designed based on the Appreciative Inquiry Model, to assess the implementation of the Common Good curriculum.

- What is the Common Good Curriculum?
- How is it conceptualized?
- What is the rationale for its development?
- Who has input into its conceptualization, design, and development?
- What is changing? How will it differ from what went before in terms of the curriculum? How are teaching and learning different?
- How is it being developed?
- How will it be assessed?
- How does it fit with our Strategy for Learning?
- How is operationalized?
- Where will it be actioned?
- What is the timescale?
- Who is responsible for its implementation?
- What is the students’ understanding of it?
- What do you value most about the curriculum for the Common Good?
- What are the core factors that make this Curriculum function at its best, when it feels like the aims are being achieved?
- Imagine it is three years into the future and the Common Good Curriculum is just as you would want it to be...

- What's happening that makes it successful?
- What has changed?
- What has stayed the same, and how have you contributed to this future?
- What can you stop doing because it no longer serves or gets in the way?
- What is going to take us from where we are now to where we want to be?
- What are some transitions that have been made to get to this future point?

CHAPTER 9:

Evaluation for Changemaker Education Across Canadian Changemaker Campuses

BY: VICTORIA ABOUD, DIRECTOR OF CHANGEMAKER EDUCATION, ASHOKA CANADA
AND DANICA STRAITH, DIRECTOR OF VENTURE AND STRATEGIC PARTNERSHIPS,
ASHOKA CANADA

Below are the student survey and the faculty/staff survey designed by Mission Measurement and implemented across campuses by Ashoka Canada to assess the effects of changemaking on student growth and institutional cultures.

Ashoka Canada Student Survey

SECTION I: BASIC INFORMATION

Please fill out the following questions about yourself.

1. Which of the following best describes you?
 - a. Student
 - b. Faculty
 - c. Staff

2. What is the name of your university/college?

*Please note that this survey has questions that address **changemaking**, which Ashoka defines as effective organizational or societal change. In the context of higher education, Ashoka believes changemaking can be accomplished through social entrepreneurship, social innovation, service learning, civic engagement, social justice, and philanthropy. Changemakers can come from anywhere in the world, any walk of life, and focus on any sector of society.*

3. At Ashoka, we consider a **changemaker** to be someone who takes creative action to solve a social problem. Do you identify yourself as a changemaker?
 - a. Yes
 - b. No

4. Is your major/program/studies area associated with changemaking?
 - a. Yes, changemaking is the main focus
 - b. Yes, changemaking is part of it, but not the main focus
 - c. No, changemaking is not associated with it
 - d. I don't know

5. How many courses related to changemaking have you taken?
 - a. 1 course

- b. 2-3 courses
 - c. 4+ courses
 - d. No courses
6. While at your university/college, have you done any of the following co-curricular, experiential learning activities related to changemaking? **Please check all that apply.**
- a. Attended a student club/activity related to changemaking regularly (i.e. at least once per semester)
 - b. Participated in an on- or off-campus community service/volunteer activity more than once
 - c. Participated in an educational bootcamp related to changemaking (e.g. an immersive, week-long social entrepreneurship program)
 - d. Participated in a social entrepreneurship incubator/accelerator (e.g. an immersive, multi-week program that provides a network and resources for social entrepreneurs to launch/develop their businesses)
 - e. Held an internship related to changemaking
 - f. Had professional work experience related to changemaking
 - g. Other
 - h. I have not engaged in any activities
7. After taking an initial changemaking course or participating in a co-curricular activity related to changemaking, did you participate in any subsequent courses or activities related to changemaking?
- a. Yes
 - b. No, but I intend to
 - c. No; I am unsure if I will participate in any subsequent courses or activities
 - d. No, I did not and do not intend to
 - e. I don't know

*Ashoka and your university/college are interested in understanding the progress of your **changemaking learning journey** – i.e. how your campus has supported you in advancing your skillset related to changemaking. Ashoka looks at three levels of your learning journey, including **awareness** (e.g. coursework), **practice** (e.g. participation in a changemaking bootcamp), and **experience** (e.g. incubation and experimentation with social change initiatives). The following set of questions address these three areas.*

8. Are you satisfied with your changemaking learning journey?
- a. Very satisfied
 - b. Somewhat satisfied
 - c. Neutral
 - d. Somewhat dissatisfied
 - e. Very dissatisfied
9. **Optional:** Please explain your satisfaction level with your learning journey and describe any activities that would further develop your experience with or knowledge of changemaking

SECTION II: SELF-ASSESSMENT

Now, we'd like to ask you some questions about your skills, attitudes, credentials, and actions.

Create Future Change Leaders: Skills

10. Please rate your **proficiency level** in the following skills.

	Not at All Proficient	Somewhat Proficient	Moderately Proficient	Very Proficient	Extremely Proficient
Thinking of new and unique ways of doing things.	1	2	3	4	5
Seeking the best solutions for problems.	1	2	3	4	5
Communicating effectively with others (e.g. speaking, writing, listening).	1	2	3	4	5
Working in teams to achieve an objective.	1	2	3	4	5
Leading a team.	1	2	3	4	5
Adapting to new situations.	1	2	3	4	5
Encouraging others to solve problems.	1	2	3	4	5
Defining my goals.	1	2	3	4	5
Accomplishing my goals.	1	2	3	4	5
Thinking through the context, impacts, and risks of solutions.	1	2	3	4	5
Managing complex tasks.	1	2	3	4	5

11. How much has your experience at your university/college **contributed to your growth and development** in the following areas?

	Not at All	Very Little	Some	Much	Very Much
Thinking of new and unique ways of doing things.	1	2	3	4	5
Seeking the best solutions for problems.	1	2	3	4	5
Communicating effectively with others (e.g. speaking, writing, listening).	1	2	3	4	5
Working in teams to achieve an objective.	1	2	3	4	5
Leading a team.	1	2	3	4	5
Adapting to new situations.	1	2	3	4	5
Encouraging others to solve problems.	1	2	3	4	5
Defining my goals.	1	2	3	4	5
Accomplishing my goals.	1	2	3	4	5
Thinking through the context, impacts, and risks of solutions.	1	2	3	4	5
Managing complex tasks.	1	2	3	4	5

Create Future Change Leaders: Attitudes & Actions

12. Please rate your **agreement** with the following statements.

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
When trying to understand the position of others, I try to place myself in their position.	1	2	3	4	5
When forming an opinion, I always consider different perspectives.	1	2	3	4	5
I can persist through challenges.	1	2	3	4	5
When I fail, I try even harder to accomplish my goals.	1	2	3	4	5
It is my responsibility to bring about positive social change in my community.	1	2	3	4	5
I regularly take actions to address the causes and effects of social problems.	1	2	3	4	5
My experiences at university/college have helped me to consistently consider and address the needs of other people.	1	2	3	4	5
My experiences at my university/college have helped me learn how to recover from setbacks.	1	2	3	4	5

Create Future Change Leaders: Credentials & Expectations For The Future

Now, we'd like you to consider your plans after graduating, including your future career and how your university/college has prepared you for those plans.

13. Do you have employment arranged for after you graduate?

- a. Yes
- b. No

14. Do you have a specific career in mind for after you graduate?

- a. Yes
- b. No

15. Please rate your **agreement** with the following statements, keeping in mind employment that you have already secured or which you intend to pursue after your graduation.

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
I intend to dedicate my future career to creating a positive social impact.	1	2	3	4	5
I intend to apply what I learned during university/college to make a positive difference in society or my community.	1	2	3	4	5
My university/college experience has prepared me well for my future career.	1	2	3	4	5
During my time in university/college, I have gained hands-on experience relating to my future career.	1	2	3	4	5
During my time in university/college, I have developed skills which will be necessary for my future career.	1	2	3	4	5

16. How have your experiences with changemaking at your university/college **prepared you** for your future career?

SECTION III: ASSESSMENT OF CHANGEMAKER INSTITUTION

Now, we'd like you to think about your university/college, specifically the culture of changemaking at your university/college. To begin, please rate your agreement with the following statements.

As a reminder, Ashoka defines changemaking as effective organizational or societal change. In the context of higher education, Ashoka believes changemaking can be accomplished through social entrepreneurship, social innovation, service learning, civic engagement, social justice, and philanthropy.

Advance Changemaker Culture

17. Please rate your **agreement** with the following statements. **My university/college:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
Provides support for high-quality, socially innovative programming.	1	2	3	4	5
Provides access to resources relevant for changemaking (e.g. stipends for internships related to changemaking).	1	2	3	4	5
Fosters cross-disciplinary and/or cross-departmental collaboration among students, faculty, staff, and administrators.	1	2	3	4	5
Provides innovative labs/spaces that support a changemaking ecosystem.	1	2	3	4	5
Empowers me to make a positive, social impact through changemaking.	1	2	3	4	5
Is willing to innovate and change.	1	2	3	4	5
Attracts students who want to learn more about changemaking.	1	2	3	4	5
Attracts students who want to solve problems through changemaking.	1	2	3	4	5

18. Optional: Please provide detail on how changemaking is part of your university's/college's culture, if at all.

Elevate Sector Leaders

Next, we'd like you to think about your university's/college's reputation.

19. Are you familiar with your university's/college's designation as an Ashoka U Changemaker Institution?
 - a. Yes
 - b. No

20. How important was the Ashoka U Changemaker designation in your decision to attend your university/college?
 - a. Very Important
 - b. Important
 - c. Somewhat important
 - d. Not important

SECTION IV: DEMOGRAPHIC DATA

Finally, we'd like to ask you a few more questions about yourself.

21. What is your gender?
 - a. Female
 - b. Male
 - c. Transgender Female
 - d. Transgender Male
 - e. Gender Variant/Non-Conforming
 - f. Not listed
 - g. Prefer not to answer

22. What year of school are you in?
 - a. First year of undergraduate
 - b. Middle years of undergraduate
 - c. Graduating year of undergraduate
 - d. Graduate study

23. What is your major/program?

24. What is your program/studies area?

(Mission Measurement, 2018b)

Ashoka Canada Faculty/Staff Survey

SECTION I: BASIC INFORMATION

Please fill out the following questions about yourself.

1. Which of the following best describes you?
 - a. Student
 - b. Faculty
 - c. Staff
2. What is the name of your university/college?
3. Are you part of your university's/college's Change Leader Team?
 - a. Yes
 - b. No
4. Are you familiar with your university's/college's connection to Ashoka Canada – Ashoka U?
 - a. Yes
 - b. No

SECTION II: ASSESSMENT OF CHANGEMAKER INSTITUTION

The following questions ask you about your institution.

*Specifically, questions address **changemaking**, which Ashoka defines as effective organizational or societal change. In the context of higher education, Ashoka believes changemaking can be accomplished through social entrepreneurship, social innovation, service learning, civic engagement, social justice, and philanthropy.*

Please rate your agreement with the following statements.

Advance Changemaker Culture

We'd like to begin by asking you about your perception of your university's/college's culture.

5. Please rate your **agreement** with the following statements. **My university/college:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
Demonstrates a commitment to changemaking in the strategic plan.	1	2	3	4	5
Demonstrates a commitment to changemaking in its policies.	1	2	3	4	5

Demonstrates a commitment to changemaking in programming.	1	2	3	4	5
Provides financial resources to support change-making.	1	2	3	4	5
Communicates consistent messaging and understanding of changemaking.	1	2	3	4	5
Provides support for high-quality, socially innovative programming.	1	2	3	4	5
Has invested in innovative labs/spaces to support a changemaking ecosystem.	1	2	3	4	5
Has invested in cross-cutting initiatives (e.g. cross-disciplinary and cross-departmental collaboration among students, faculty, staff, and administrators) to support a changemaking ecosystem.	1	2	3	4	5
Encourages faculty to incorporate changemaking into class curriculum.	1	2	3	4	5
Helps faculty and staff to grow their expertise in changemaking.	1	2	3	4	5
Empowers students to make a positive, social impact through change-making.	1	2	3	4	5

6. Please rate your **agreement** with the following statement.

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
Changemaking is a core part of my university's/college's identity.	1	2	3	4	5

Now, please consider your university's/college's faculty leadership (e.g. university/college president).

7. Please rate your **agreement** with the following statements. *My university's/college's leadership:*

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
Has socialized their vision of how to embed changemaking across the university/college.	1	2	3	4	5
Supports faculty to advance changemaking across the university/college.	1	2	3	4	5
Supports staff to advance changemaking across the university/college.	1	2	3	4	5

8. Please rate your **agreement** with the following statements. *Due to my university's/college's designation as a "Changemaker Institution":*

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
My university/college has further developed a culture of changemaking throughout the organization.	1	2	3	4	5

9. *Optional:* Please provide detail on how changemaking is part of your university's/college's culture, if at all.

Leverage Network

Now, we'd like to understand how your university/college leverages the Ashoka U network.

10. Over the past year, has your university/college done the following? Please select all that apply.
- Participated in Ashoka U network events (e.g. Ashoka U Exchange)
 - Contributed resources to the network (e.g. by sharing learnings and best practices in Ashoka U Commons)
 - Supported network initiatives (e.g. impact measurement toolkit, network advisory committees, etc.)
 - None of the above
 - Other
11. Within the past year, has your university/college implemented program or operational improvements through exposure to new ideas, sharing best practices, etc. through the Ashoka U network?
- Yes
 - No
 - I don't know
12. Within the past year, has your university/college collaborated with a peer organization from the Ashoka U or Ashoka Canada network on one or more initiatives? *Please select all that apply, if any.*
- Ashoka U
 - Ashoka Canada
 - Neither
 - Unsure
13. Please rate your **agreement** with the following statements.

	Strongly Disagree	Some-what Disagree	Neutral	Some-what Agree	Strongly Agree
My university has connected with other organizations that are important to its work through the Ashoka U or Ashoka Canada network.	1	2	3	4	5

Collaborating with a peer organization helped drive increased impact for my organization.	1	2	3	4	5
I anticipate my university/college will work closely with the Ashoka U or Ashoka Canada network in the future.	1	2	3	4	5

14. Please provide detail on how belonging to the Ashoka U or Ashoka Canada network has affected your university/college.

Elevate Sector Leaders

Next, we are interested if and how belonging to the Ashoka U network has affected your university’s/college’s reputation and role in Canada’s higher education sector.

Please rate your agreement with the following statements about the effect of the “Changemaker Institution” designation on your university/college.

*As a reminder, Ashoka defines **changemaking** as effective organizational or societal change. In the context of higher education, Ashoka believes changemaking can be accomplished through social entrepreneurship, social innovation, service learning, civic engagement, social justice, and philanthropy.*

15. Please rate the following statements about your perceptions of the effect of the Ashoka Canada – Ashoka U “Changemaker Institution” designation on your university/college. **Since my university’s/college’s designation as a “Changemaker Institution,” my university/college has:**

	Strongly Disagree	Some-what Disagree	Neutral	Some-what Agree	Strongly Agree
Attained a or increased its reputation as an accredited leader in changemaking in the field.	1	2	3	4	5
Attracted new students who are interested in learning about and contributing to changemaking.	1	2	3	4	5

Demonstrated leadership
by serving as a role model
in changemaking in higher
education.

1

2

3

4

5

16. Please provide detail on how belonging to the Ashoka U network has affected your university's/college's reputation within higher education.

SECTION III: DEMOGRAPHIC DATA

Finally, we'd like to ask you a few more questions about yourself.

17. In which department do you work?

18. Optional: What is your job title?

(Mission Measurement, 2018a)

CHAPTER 10:

Evaluation for Changemaker Learning

BY: HATTIE DUPLECHAIN, ASSOCIATE DIRECTOR OF RESEARCH AND EVALUATION,
ASHOKA U

AND JULIO VIDERAS, PROFESSOR OF ECONOMICS, HAMILTON COLLEGE

Below, Ashoka U provides additional information about our evaluation strategy as well as Ashoka U's study of student changemaker outcomes led by Julio Videras.

Summary of Ashoka U's Approach to Evaluation

Ashoka U works to catalyze changemaking across higher education. Our offerings are designed to support faculty and staff working to embed social innovation and changemaking across their institutions. That means that Ashoka U's direct impact is with the faculty and staff we support. The changemaking work of our partners ultimately impacts their students, institutions, and communities. Ashoka U indirectly contributes to this ultimate impact.

No one evaluation methodology could capture both the direct affects that Ashoka U achieves and the indirect change that our work can help to catalyze. In order to understand these different kinds of impact, Ashoka U undertook a three-part research and evaluation strategy.

Conducting changemaker education research: Ashoka U launched the research partnership with Dr. Julio Videras, detailed in chapter 10, in order to explore the impact changemaker education has on student learning outcomes. While Ashoka U has long witnessed the impact of changemaking in higher education, much of the evidence we have been able to offer to date is anecdotal. By assessing the impact of changemaker offerings on student outcomes, this study helps to build foundational evidence of changemaker education's positive and systematic impact on student learning and growth.

Assessing Direct Impact: In order to understand the direct affects that our programming has for participants, Ashoka U designed and implemented evaluation practices across our programming. These practices help us better understand the effects of the work we do and inform program iteration.

Supporting Assessment on Campus: Many faculty and staff are eager to implement assessment practices for the changemaker education that they offer. Ashoka U has developed resources and programming to support this work – including this resource, our learning outcomes guide *Preparing Students for a Rapidly Changing World*, and a Commons cohort focused on assessment.

When faculty and staff assess their own direct impact, Ashoka U also learns from this work. We gain a better understanding of the impact changemaking is achieving in higher education generally and what Ashoka U might be indirectly contributing to. Supporting direct assessment on campus is Ashoka U's first step toward better understanding our indirect impact.

Summary of Study to Assess the Impact of Changemaker Education on Student Outcomes

BY JULIO VIDERAS, PROFESSOR OF ECONOMICS, HAMILTON COLLEGE

Overview

The main question I explore in this study focuses on whether participation in social innovation (SI) programming influences the attitudes and skills that educators aim to foster with these programs, after controlling for student self-selection.

- I examine participation in social innovation programs across three institutions for the graduating cohorts of 2015 and 2016. While these schools offer courses and programs that vary in their design and goals, they share a common purpose: providing opportunities for students to become effective and ethical agents of positive social change.
- I have identified questions in the Higher Education Research Institute's Freshman Survey and College Senior Survey (CIRP surveys) that elicit pre-college and senior-year civic attitudes, inter-personal skills in a diverse social environment, and other relevant traits (Higher Education Research Institute. (n.d.)). I then estimate whether participation in SI courses and programs influence senior-year outcomes after controlling for pre-college values and the likelihood that students self-select into these programs. I present results from two estimation approaches: standard regression models and matching estimators that, under the appropriate conditions, result in consistent estimates of the causal effects of program participation.
- There is strong statistical evidence that after controlling for pre-college variables and the likelihood of self-selection, on average, participation in one or more course or program has a positive effect on (i) senior-year civic attitudes, (ii) ability to seek alternative solutions to problems, and (iii) how important is to work for social change after graduation. Results from standard regression models also suggest a positive relationship between SI and leadership ability, and between SI and risk-taking.

Data and Programs

To conduct this analysis, I use data from the Freshman Survey and College Senior Survey (CIRP surveys) (Higher Education Research Institute. (n.d.)). The Freshman Survey is implemented in July and August before the semester starts. The College Senior Survey is implemented around April of senior year. Because many of the same questions appear in both surveys, it is possible to estimate the likelihood of participation given pre-college characteristics and to control for self-selection when estimating senior-year outcomes.

While these surveys are not designed for impact assessment of any specific program, several questions identify attitudes, skills, and traits that social innovation programs aim to nurture and that we commonly identify in agents of social change. In particular, the surveys include questions about civic values and goals, habits of mind, empathy, social skills, and career goals.

Each institution also provided data on student participation in social innovation, social entrepreneurship, changemaking, and sustainability related offerings. Types of offerings include courses, course sequences, and co-curricular programming. It is meaningful to examine the effects of participation in these SI courses and programs because they share similar goals. However, since these programs and courses differ in their specific designs, it is likely challenging to find statistically significant results. The models control for school and cohort (2015 and 2016).

Methodology

The gold standard in program evaluation relies on experimental data generated through the random assignment of individuals to a “treatment group” (program participation) and a “control group” (no program participation). Under these conditions it is possible to estimate the average treatment effect of a program, that is, whether, on average, individuals in the treatment group score higher on the outcomes of interest than individuals in the control group do.

Because participation in SI courses and programs is voluntary, assignment into treatment and control groups is not random. Identifying causal average treatment effects is more challenging when there is self-selection into treatment. However, if we observe enough information about the factors that determine self-selection, then it is possible to estimate consistently the causal effect of program participation on outcomes.

I present results from two estimation approaches: standard regression models and matching estimators. Whether or not these approaches provide consistent estimates of the causal effect of program participation on a given outcome depends on assumptions about the data.

Standard regression models can provide consistent estimates of average treatment effects if the covariates control for self-selection bias, so that the treatment and the unobservable factors affecting the outcome are unrelated.

Matching methods aim to balance the distribution of the determinants of participation in the treatment and control groups. First, a propensity score is estimated to determine the likelihood of self-selection into treatment. Second, the propensity score is used to decide how to match individuals. Using a 1:1 nearest neighbor matching, for each person in the treatment group we select the individual in the control group with the smallest distance to him or her in terms of the propensity score. Then, the estimation strategy requires estimating the outcome differences for matched pairs and calculating the average over all pairs.

There are several matching estimators available. I present results from the augmented inverse-probability weighted (AIPW) matching estimator. This is a doubly-robust method that generates consistent average treatment effects whenever the propensity score model is properly specified, or the outcome regression model is correctly specified.

Models

Table 1 (on page 174) presents the model specification for the treatment (propensity score) that includes indicator variables for graduating class and school, pre-college attitudes, skills, and habits of mind, binary variables for socio-economic factors, and experiences and grade in high-school.

The outcome model in the matching estimator approach includes pre-college attitudes and skills, whether the student has taken a women's studies or ethnic studies course, has studied abroad, has had a roommate of a different ethnicity, and indicator variables for graduating class. The standard regression models include all factors in the treatment and outcome models of the matching estimator approach.

Outcomes

Civic Attitudes

I calculate an index of civic attitudes as the summation of the responses to seven survey items in which students rank how important each item is, from "Essential" (coded as 4) to "Not Important" (coded as 1). The seven items are: (i) "Influencing the political structure," (ii) "Influencing social values," (iii) "Helping others who are in difficulty," (iv) "Participating in a community action program," (v) "Helping to promote racial understanding," (vi) "Becoming a community leader," and (vii) "Improving my understanding of other countries and cultures" (Higher Education Research Institute, (n.d.)). I use the same items to compute pre-college and senior-year attitudes. I compute a variable that is the summation of the responses to each question; thus, this variable takes on the range of values from two to eight.

Diversity Skills

I calculate an index of traits related to inter-personal skills in a diverse social environment. The index is the summation of the responses to survey items in which students rank themselves "as compared to the average person of your age" from "Highest 10%" (coded as 5) to "Lowest 10%" (coded as 1). The items are: (i) "Ability to see the world from someone else's perspective," (ii) "Tolerance of others with different beliefs," (iii) "Openness to having my own views challenged," (iv) "Ability to discuss and negotiate controversial issues," and (v) "Ability to work cooperatively with diverse people" (Higher Education Research Institute, (n.d.)).

Leadership Ability

I create a binary variable that is equal to one if students rate themselves in the "Highest 10%" of leadership ability relative to the average person of their age (Higher Education Research Institute, (n.d.)).

Habits of Mind

Two habits that we typically identify in social innovators is the ability to seek alternative solutions to problems and tolerance for taking risks. The Freshmen and College Senior surveys ask students how often they "Take a risk because you felt you had more to gain" (Higher Education Research Institute, (n.d.)). The surveys also ask how often students seek "alternative solutions to a problem" (Higher Education Research Institute, (n.d.)). I create two binary variables that are equal to one if the response

is “Frequently.”

Student Governance and Career Interests

Using the Senior College Survey, I create a binary variable that equals one if students respond that they have participated in student governance during their college years.

The College Senior Survey queries students about their career interests: “When thinking of your career path after college, how important are the following considerations?” One of items is “Working for social change” with options “Not important,” “Somewhat important,” “Very important,” and “Essential” (Higher Education Research Institute, (n.d.).

Results

Self-Selection in Programs

Table 1 (on page 174) presents the coefficient estimates from a logistic model estimating the determinants of self-selection into SI courses and programs for the three institutions participating in the study. Men are more likely to do so. Pre-college civic attitudes and risk-taking are statistically strong predictors of participation. This model satisfies the balancing property that is required of a propensity score.

Outcomes

Table 2 (on page 175) shows the average effects of participation on the senior-year index of civic attitudes, robust standard errors in parenthesis, and p-values.

There is strong statistical evidence that on average participation in SI courses and programs has a positive effect on senior-year civic attitudes, after controlling for pre-college attitudes and likelihood of self-selection into these programs.

There is also strong statistical evidence from both standard regression models and matching methods that on average participation in SI courses and programs has a positive effect on senior-year civic skills, particularly seeking “alternative solutions to a problem.”

The results indicate that, on average, students who participate in SI courses and programs are more likely to say that it is essential for them to work for social change as part of their careers. When the outcome models include senior-year attitudes and skills, the effect is not different from zero, which suggests that the influence on career path is mediated by the impact of SI on senior-year skills and attitudes.

The standard regression models also suggest a relationship between SI and leadership ability and between SI and risk-taking.

Table 1: Determinants of Participation in Social Innovation (SI) Programming

VARIABLES	Participation in SI Programming
Pre-college civic attitudes index	0.0832***
	(0.0228)
Pre-college diversity skills index	-0.0378
	(0.0336)
Pre-college leadership ability	-0.127
	(0.210)
Pre-college risk-taking	0.435**
	(0.192)
Pre-college alternative problem-solving	0.00808
	(0.197)
Male	0.391**
	(0.179)
Nonwhite	0.362*
	(0.216)
International student	0.296
	(0.376)
No religious affiliation	-0.253
	(0.184)
High-school GPA = A	-0.0161
	(0.175)
At least one parent with college education	-0.347
	(0.250)
No loans to finance education	0.290
	(0.184)
Volunteered in High School	0.173
	(0.181)
Service learning in High School	-0.114
	(0.244)
Pre-college political leaning: conservative	0.139
	(0.274)
Pre-college political leaning: liberal	0.0687
	(0.186)
Graduating class of 2015	-0.0131

	(0.170)
Constant	-5.309***
	(0.800)
Observations	1,966

Robust Standard Errors in parentheses; *** p<0.01, ** p<0.05, * p<0.1

Table 2: Average Treatment Effects of Participation in SI Programming

OUTCOMES	Standard Regression	Matching: AIPW
Index of Civic Attitudes	.908*** (.311)	1.426*** (.611)
Index of Diversity Skills	.126 (.199)	-.227 (.408)
Leadership ability	.077** (.031)	-.004 (.061)
Risk-taking	.084** (.039)	.109 (.068)
Alternative Problem-Solving	.087** (.042)	.152*** (.054)
Student Governance	.037 (.034)	-.067 (.059)
Work for social change (excluding senior-year attitudes and skills)	.199*** (.073)	.367*** (.097)
Work for social change (including senior-year attitudes and skills)	.091 (.061)	.168 (.151)

Robust Standard Error in parenthesis; *** p<0.01, ** p<0.05, * p<0.1

How can evaluation drive greater impact within changemaker education?



In *Evaluating Changemaker Education: A Practitioner's Guide*, Ashoka U explores why and how educators draw on evaluation practices to strengthen changemaker education. Twenty leading educators and evaluators from ten institutions offer their approaches to evaluation in classrooms and across campuses. They share the evaluation tools they have developed and approaches for implementation. They also show how educators can use evaluation to inform educational design, put students in charge of their learning, and grow thoughtful changemaker education across campuses.

This resource offers actionable guidance for any faculty or staff member, regardless of discipline, in designing and adapting evaluation practices that support changemaker education on their own campus.

“Changemakers are defining leadership in the 21st century, but our educational systems need to evolve. As social innovation education continues to scale worldwide, ongoing evaluation is vital to ensure rigor and long-term impact. And that’s exactly why this publication is a key milestone for the field.”

PETER DROBAC,
Director, Skoll Centre for Social Entrepreneurship
Senior Fellow in Social Entrepreneurship, Saïd Business School,
University of Oxford

“Educators have been pioneering new models for social impact education for many years. As changemaker education continues to evolve, we must ensure that we are effectively preparing students with the competencies to lead change. The evaluation approaches outlined in this guide will help do just that.”

ERIN WORSHAM,
Executive Director, Center for the Advancement of Social
Entrepreneurship, Fuqua School of Business, Duke University